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Exploring Pragmatics and the Speech Acts of Requesting and Offering in

Senior High School Students and Native Speakers of English

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Resumen

Basado en la teoría de los actos del habla, cuyo objetivo es que las personas conozcan que las palabras no sólo dicen algo, sino que también llevan a cabo acciones, este estudio tiene el propósito de explorar la pragmática y los actos de habla de solicitar y ofrecer en estudiantes de secundaria de Inglés como lengua extranjera y nativos de Inglés. Para lograr este objetivo, los autores realizaron lo siguiente: primero, revisión de literatura la cual muestra que en todo el mundo la teoría de los actos del habla ha sido ampliamente investigada, pero en Ecuador no se lo hace a profundidad. Segundo, se llevaron a cabo entrevistas con profesores de secundaria lo que demuestra que ellos tienen diferentes perspectivas acerca de esta teoría. Tercero, aplicaron pruebas de finalización del discurso (DCTs por sus siglas en inglés) a estudiantes de EFL de instituciones públicas y nativo hablantes de inglés la que compara sus respuestas en términos de pertinencia, cortesía y uso del vocabulario. Además, se ha analizado el libro de inglés que se utiliza actualmente para enseñar inglés a este nivel y muestra que la mitad de éste, ofrece oportunidades para desarrollar habilidades pragmáticas. En este contexto, es importante que los maestros recuerden que el desarrollo de los actos del habla en clase puede ayudar a los estudiantes a entender el trasfondo sociocultural de la lengua que se está aprendiendo para mejorar su competencia comunicativa.

Palabras clave: Actos de habla, pragmática, entrevista, Prueba de finalización del discurso, análisis.



Abstract

Based on the Speech Acts theory, which aims people to be aware that words do not only say something but also carry actions, this research study has the purpose of exploring pragmatics and the speech acts of requesting and offering in senior high school EFL students and native speakers of English. To accomplish this objective, the authors have done the following: first, a literature review which shows that around the world the theory of speech acts has been widely researched, but in Ecuador, this topic is not so well investigated. Second, they conducted interviews with high school teachers which demonstrates that teachers have different perspectives about this theory. Third, they applied Discourse Completion Tests (DCTs) to EFL students of public high schools and native speakers of English. The DCTs compare EFL students' answers with native speakers' answers in terms of appropriateness, politeness and vocabulary use. Additionally, the English textbook which is currently being used to teach English to high school level has been analyzed and shows that fifty percent of it offers opportunities to develop pragmatic skills. In this context, it is important for teachers to remember that the development of speech acts in class can help students understand the socio-cultural background of the target language to enhance their communicative competence.

Key words: Speech acts, pragmatics, interview, Discourse Completion Test, analysis.



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Dedication

This exploratory study is dedicated to my dear parents and sister who supported me to reach my achievements since the beginning of my career.

Priscila Colcha Caldas

I would like to dedicate this monograph to my wife and daughters, for their endless support since the beginning of my school days. To my parents, and brother who have always been an inspiration to fulfill all my goals in life.

Hugo Sibri Vélez



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Hugo Sibri Velez



EXPLORING PRAGMATICS AND THE SPEECH ACTS OF REQUESTING AND
OFFERING IN SENIOR HIGH SCHOOL STUDENTS AND NATIVE SPEAKERS OF
ENGLISH



Introduction

Pragmatics is the branch of linguistics which studies the aspects of meaning and language use that are dependent on the speaker, the addressee and the context of utterance. “Every time somebody utters something, he or she intends to have some effect on the listener and wants the listener to recognize this intention” (Searle, 1969, p. 22). In this sense, “Speech acts are functional units in communication which help us understand how people accomplish things with their words” (Baldovino, 2013, p. 10).

In this context, speech acts, in English language teaching, have been broadly researched in other countries. However, in Ecuador, there are only a few studies which cover this area, but not to a great extent, for example, at the universities in Cuenca, there have been a couple of studies about pragmatics, but they do not analyze speech acts in-depth. One of them, Carlos Cartagena (2015) seeks to use conversation analysis to enhance the pragmatic skills of senior high school students. In the other study, Esteban Heras (2014) designed a piloting part of an introductory pragmatic workbook to “improve students’ pragmatically appropriate language comprehension and production” (p. 3).

With this in mind, the aim of this monographic study is to explore how Ecuadorian senior high school students, native speakers, and teachers are using speech acts (requesting and offering). For this purpose, data collection instruments had been administered to students and teachers to assess their pragmatic competence.

This investigation examines why including speech acts is necessary in the foreign language classroom, and it could provide some essential tips for teachers in order to introduce speech acts in the EFL classroom.



Background and Justification

English is considered one of the most important means of communication in the world because it is the most commonly used language among foreign language speakers. It becomes a requirement for people who travel to another country to study or to start a new business because if they do not have a command of the language, it will be difficult to interact with people who frequently use English to communicate.

In this context, when we speak, we do not only convey someone a certain message, but we also execute all kinds of utterances to complete our part in the complex world of communication. Whether we offer, request, thank, or simply refuse something, we perform speech acts which involve the complex world of pragmatics. In particular, British philosopher of language J. L. Austin (1956) outlined his theory of speech acts, in which “to say something is to do something” (p. 32). For instance, “a speaker can say something without meaning it, by meaning something else or perhaps nothing at all” (Allan & Jaszczolt 2012, p. 33).

Therefore, the National Curriculum Guidelines of the Ecuadorian Ministry of Education suggests EFL teaching standards, which include three communicative language competences: the linguistic competence, the sociolinguistic competence, and the pragmatic competence. Pragmatic competence deals with the functional use of the language (Villalba and Rosero, 2012, p. 12). However, there is nothing specifically referred to the study of speech acts.



Foreign-language learners should be conscious of the use of the unlimited features that the target language offers to accomplish communicative competence. Therefore, we consider that speech acts should be considered as an item that should be taught.

A study carried out by Ridvan Tuncel (n.d.) highlights the importance of teaching speech acts. This study concluded that “intercultural miscommunication occurs when the learners rely on their native language socio-cultural norms and pay no attention to the target language’s speech acts” (p. 851). It means that whoever is acquiring a foreign language, does not only have to pay attention to the linguistic competence, but also to the pragmatic competence.

Unfortunately, as mentioned before, speech acts have not been widely researched in our country and they are not mentioned as a specific category in the Ecuadorian curriculum. Some work has already been done, though, in the academic field. The first study has been developed at Bachelor’s level and focuses on conversation analysis to enhance the pragmatic skills of senior high school students (Cartagena, 2015). The second one, at Master’s level, deals with an introductory pragmatic workbook (Heras, 2014). In sum, both pieces of research mention the use of pragmatics to gain communicative competence. However, they do not go deep into the study of speech acts.

Furthermore, after checking the textbook which is currently being used to teach English to senior high school students in our country (provided by the Ministry of Education), we have found that most of the content focuses only on the grammatical use of the language, but seems to pay no attention to the pragmatic functions involved.



With regard to the above, Ecuadorian EFL students need a practical tool which can allow them to internalize English learning in a more effective way. For this reason, this paper attempts to do an exploratory study about the use of speech acts in the classroom and how this knowledge affects the student's English language learning.



Research Question

What kind of language do senior high school students use when requesting and offering in comparison with native speakers?

Objectives

General Objective

To do an exploratory study about how requesting and offering speech acts are used by Ecuadorian senior high school students, high school teachers, and English native speakers.

Specific Objectives

1. To demonstrate the importance of learning speech acts by examining articles, books and research studies.
2. To analyze the existing material provided by the Ecuadorian Ministry of Education to find out if it offers opportunities to develop students' pragmatic competence.
3. To compare English native speakers' answers with Ecuadorian senior high school students' answers to the Discourse Completion Test in order to discover similarities and differences in their utterances.



CHAPTER I

1. Literature Review

English is the most widespread international language. Taken together, more than 1.6 billion people use it for global communication. This figure includes about 375 million native speakers, 400 million who use it as a second language, and the so-called expanding circle where English is taught as a foreign language (Kachru, 1985).

According to the website Internet World Stats, the five most used languages on the internet are English, Chinese, Spanish, Arabic, and Portuguese. Why is it that English remains as number one on the internet? The simple answer is that English has been the official international language for many years and indeed a virtual lingua franca used to communicate between the cybercasts all over the world.

Through history, English has been considered as a dynamic language due to its ability to change and adapt. While old words die, new words are put into circulation every day. Consequently, if we consider technology, we can find new vocabulary and thousands of uses for it.

Pragmatics is one branch of linguistics that has a central function in all languages and English is no exception. However, at least in classroom practice, it appears to be a neglected point in teaching and that is something that the present study would like to remedy.

Another aspect, which derives from pragmatics, is the way that speech acts are present in our everyday conversations. "Speech Acts are real-life interactions which require not only understanding the language but also the correct use of it within a given background" (CARLA, 2015. p.1).



In this study, we consider the analysis of speech acts performing requesting and offering to discover what kind of language EFL students tend to use and how their responses agree or differ from native speaker responses.

To start with, we must define requesting. The Merriam Webster dictionary defines requests as the “act or an instance of asking for something; an act of politely or formally asking for something; or the condition or fact of being requested”. Requesting, therefore, invites the hearer to perform an action in which the speaker or requester is the beneficiary. In some situations, the way we request will make the hearer to be willing or not to perform such a request. In other words, for some situations, one may need to be more polite than in others.

Secondly, the American Heritage Dictionary defines offering as “the act of making an offer; something, such as stock, that is offered; a presentation made to a deity as an act of religious worship or sacrifice; an oblation; a contribution or gift, especially one made at a religious service”. However, as Hussein states (2012) “generally speaking, in any society, people tend to cooperate with one another and help one another, for example, one individual does things for the good of others to express a friendly and cooperative attitude; an example of a cooperative attitude is offering” (p. 1).

After reviewing the previous definitions, let us introduce two important concepts to show our position in the process of English language teaching and learning.

The first actor is the native speaker who, according to Eric Anchimbe (2006), “occupies a *basic position*” (p. 7).

Zainab Albulushy (2014) in her work “Native versus Non-Native Teachers of English” cites Brown and Levinson, who posit the native speaker as *the model person* (p. 1).



Andisheh Saniei (2011) cites Chomsky who defines a native speaker as “*the ideal speaker-hearer*. The native speaker can at any time provide valid and stable judgments on his or her language. ill-formed grammatical expressions in their languages although they may not be able to explain exactly why they are ill-formed” (p. 7).

The second actor is the non-native speaker, whom the Cambridge Dictionary defines as “someone who has learned a particular language as a child or adult rather than as a baby”; likewise, the Oxford Dictionary says that it is the state of “not having spoken the language in question from earliest childhood”.

Non-native speakers are in the process of becoming bilingual and expressing themselves in another language. English learners become EFL speakers, through which they express themselves in a *multilingual world* that uses English as an instrument of interaction among people from different cultures (Shaozhong, 2005, p. 5).

At this moment, it is a must to highlight the importance of the English Language. For that, we have to pay attention to how English has influenced many countries throughout history. This influence can be measured by the amount of power English has over different nations that it has been in touch with. In this sense, English has obtained more importance than other native languages in the countries that the British colonized.

Moreover, it is necessary to pay attention not only to how widely English is used but upon extra-linguistic factors and their use. If we compare English with other languages, for example, French, we can easily see that the usage of English is more powerful than the otherwise very appealing language of the French.

We cannot predict the future, but when there are so many facts that make English the most important language of today, we can say that it will probably succeed and remain



a global language, perhaps even more than now. English is indeed the dominant international language “because of its propensity of acquiring new identities, its power of assimilation, its adaptability to any environment, its manifestation in a range of varieties, and for its flexibility to literary and other aspects across languages and cultures” (Saraceni, 2015 p. 44). Under these circumstances, English is considered as a *Lingua Franca*, which means people who speak different languages as mother tongues can communicate in any part of the world using a common language that is familiar to them.

Within the educational environment where English is taught and learned, there are some terminologies that people use, for example, English as a foreign language (EFL). It is the kind of English which is taught in schools, often widely, but it does not play an essential role in national or social life; in other words, in countries where English is generally not a local medium of communication. It involves teaching adults and children whose first or main language is not English. Students may learn English for either business or leisure. EFL teachers use a range of course books and materials, plus a variety of audio-visual aids. A strong emphasis is placed on dialogue and role-playing, but structured exercises, language games, grammar, and literature are also used.

In Ecuador, through a ministerial decree, teaching English as a Foreign Language is mandatory from the second year of basic education in public and private schools to university level. This decision provides more opportunities for students to learn the language at early stages of their education.

As we can see, English is a living language which is broadly used not only for the face-to-face spoken environments but also for virtual communication. These particular facts have contributed to establish English as a *Lingua Franca*. Moreover, when learning the



language, there are important fields we must study in order to master it. That is the case with pragmatics and within that, the study of Speech Acts.

1.1. Communicative Language Competence

The Ecuadorian Ministry of Education in its National Curriculum Guidelines for EFL teaching and learning has two main objectives. One, to ensure high-school graduates reach a minimum of B1 language proficiency level according to the (CEFR) Common European Framework of Reference for Language Learning, Teaching and Assessment. This implies that learners will become independent users of the language, and have come across most of the basic structures and lexis of the language and, therefore, have acquired a degree of fluency and comprehension of some general authentic English. Two, to build up learners' communicative language competence. Communicative language competence can be perceived as the “knowledge of not only if something is formally possible in a language, but also whether it is feasible, appropriate, or done in a particular speech community” (Villalba & Rosero, 2012, p. 10).

For this purpose, three aspects need to be considered: linguistic, sociolinguistic, and pragmatic components and developed within the four language skills: listening, speaking, reading, and writing (Villalba and Rosero, 2012, p. 12).

Linguistic competence: according to the Council of Europe, (n.d.) it includes “lexical, phonological, syntactical knowledge and skills and other dimensions of language as a system”. This component relates to the range and quality of knowledge and to the cognitive organization and the way this knowledge is stored and to its accessibility such as activation, recall and availability (p. 13).



Sociolinguistic competence: this skill “refers to the sociocultural conditions of language use. It is concerned with the knowledge and skills required to deal with the social dimension of language use, for example, rules of politeness, norms of relations between generations, sexes, classes, social groups, etc. It affects all language communication between representatives of different cultures”. This component also facilitates the identification of “linguistic markers such as social class, regional or national origin, ethnicity, occupational group, etc.” (Council of Europe, n. d. p. 13).

Pragmatic competence: implies the ability to communicate an intended message with all its dimensions in any socio-cultural context and to interpret the message of the interlocutor as it was intended. It is concerned with the functional use of linguistic resources such as production of language functions, speech acts, etc.” For example, the use of language in different scenarios, how to act on a social event, or participate in a job interview, etc. “It also concerns the mastery of discourse, cohesion and coherence, the identification of text types and forms, such as irony, and parody” (Council of Europe, n.d. p. 13).

The Ecuadorian Ministry of Education stresses the need for the development of communicative competence and provides insights about how students can develop this skill in all areas of language learning. These competences can be explored by teachers as essential tools in order to make students pay attention to, as social actors, internal representations, mechanisms and capacities that help them understand and master English as a Foreign Language. There are clear curriculum objectives and an exit profile that at the end of senior high school level, students should achieve. At this juncture, the questions are: Does the material provided by the Ministry of Education include all of these components? Do English teachers include any of these components when designing their lesson plans?



1.2. The Study of Pragmatics

One of the objectives suggested by the Ecuadorian National Curriculum Guidelines is to develop the students' pragmatic competence. For this reason, the study of pragmatics in our context is essential. With this in mind and for the purposes of this work, it is necessary to start from the general term, pragmatics. "Pragmatics places emphasis on real language use which necessitates the codification of the full range of functions of language in social contexts" (Demirezen, 1991, p. 281). This implies that we follow a great number of social rules which constrain the way we speak since certain pragmatic factors always influence our selection of utterances, vocabulary items and other grammatical constructions.

Pragmatics is concerned with the study of meaning as communicated by the speaker and interpreted by the listener. This interpretation involves what people mean in a particular context and how the context influences what is said. Pragmatics also studies how people comprehend and produce a communicative act or speech act in a concrete speech situation which is usually a conversation. It distinguishes two intents or meanings in each utterance or communicative act of verbal and non-verbal communication (Shaozhong, 2005). "The acquisition of pragmatics in a second language is a process where L2 learners gradually realize how to accomplish goals as social actors who do not need to just get things done, but must pay attention to their interpersonal relationships with other participants at the same time" (Chen & Rau, 2014, p. 107).



1.3. Pragmatics in Language Teaching and Learning

Although pragmatics is viewed as an important point in foreign language teaching and learning, language teachers rarely provide their students opportunities to develop their pragmatic ability. In this context, Demirezen (1991) argues that we, humans, “are able to construct and recognize the structure of features because we follow a great number of social rules which show the way we speak since certain pragmatic factors such as sounds, vocabulary, phrases, expressions, items and other grammatical constructions” (p.281).

Demirezen also states that “in the field of Language Teaching, pragmatics must not be confused with semantics. While Semantics is a study of meaning which directly depends on the meaning of words and linguistic constructions themselves, pragmatics handles the meaning of utterances that come from the context themselves”. In conclusion, “pragmatics and semantics are complementary to each other. So, pragmatics starts out at the point where semantics ends up” (p. 282).

Harlig et al (2006) say that “the teaching of pragmatics aims to facilitate the learners” sense of being able to find socially appropriate language for the situations that they encounter. Within second language teaching and learning, pragmatics encompasses speech acts, conversational structure, conversational implicature, conversational management, discourse organization, and sociolinguistic aspects of language use such as choice of address forms” (p. 174).

Researchers emphasize that there is not a single best way to teach pragmatics. The teaching activities must include a wide range of teaching styles and approaches. More recently, classroom-based empirical studies on instructed interlanguage pragmatic development have advocated a variety of different methodologies and investigated their



efficacy on several different learner populations. Very few studies, however, focus on the teacher development issues associated with the instructional delivery.

1.4. How to develop pragmatic competence in the EFL classroom?

For many years, the learning of a second or foreign language was associated with linguistic or grammatical accuracy. However, since the adoption of new methods, this focus has passed to second place, giving primary importance to the achievement of functional abilities in the target language with the final purpose of understanding and producing language that is appropriate for communication in accordance with specific sociocultural parameters; in other words, failure to develop pragmatic ability may cause misunderstandings and communication breakdowns as well as the stereotyping of the Target Language (TL) learners who might be perceived as insensitive, rude, or inept (Tello, 2006).

As it has been said, pragmatic competence is the “knowledge of conditions and manner of appropriate use (of the language), in conformity with various purposes” (Chomsky, 1980). It is the key to effective communication in a second language. “While communicative competence and grammatical competence are explicitly taught and developed in the EFL classroom, developing pragmatic competence is often overlooked” (Corkenglishcollege, 2015, p. 1). However, it is exactly this skill which native speakers subconsciously use to recognize a non-native speaker as a successful communicator. In this context, it is important to develop the pragmatic competence of EFL students not only to learn the target language’s culture but also to communicate effectively using appropriate language to avoid miscommunication.



Tello (2006) also states that “the role of explicit pragmatic instruction becomes even more important in EFL classrooms where opportunities for the full range of human interactions are limited, and in consequence learners have more difficulties in acquiring appropriate language use patterns” (p.170).

Foreign language speakers, even at beginner level, possess communicative competence. For example, let us say when somebody is asking for someone’s pen. The most basic linguistic request form would simply be ‘*Pen!*’ (While pointing at the pen). Once some grammatical competence begins to develop and some more vocabulary is acquired, then the utterance would most likely progress to something like “*Give me your pen, please!*”

While the above sentence is grammatically correct and the second language speaker has communicated effectively what he wants, the problem is that he is being impolite or rude without noticing. In other words, he is being pragmatically incompetent. For this reason, it is the role of the EFL teacher to guide the student to use socio-cultural constraints for making the request more contextualized in an English speaking environment. He might end up saying: “*Could I have your pen, please?*”

To develop pragmatic competence in the EFL classroom, we need to fulfill three functions: one, to expose learners to appropriate TL input; two, to raise learners’ pragmatic awareness about the aspect taught; and three, to arrange for authentic opportunities to practice pragmatic knowledge (Tello, 2006).



The objective of obtaining pragmatic skills should not be to force learners to adopt a native speaker attitude, but to expose learners to positive evidence, making them aware of a variety of linguistic resources that are used in combination with specific contextual factors.

The American Speech Language Hearing Association (n. d.) suggests the following tips to teach pragmatic skills:

- Using language for different purposes: for example, to request, to offer, or to refuse.
- Changing language for different listeners or situations: for example, pretending to talk to different people in different situations or discussing different ways of presenting a message.
- Developing conversation and storytelling skills: for example, commenting on a topic, paraphrasing part of a story, etc.

As EFL teachers, we need to be aware of the different ways in which pragmatics manifests itself since it can have a profound impact on our students. Using English in a socio-culturally appropriate way is vital for effective communication and for immersion in an English speaking society and culture. This is why the role of the EFL teacher is to build up pragmatic competence in his students to enhance effective communication.

1.5. The Influence of Situational context, Social Context, and Cultural Context in EFL teaching and learning

According to Dr. Jellud (2008), professor of the Department of English at the University of Mosul, “every single meaningful oral or written statement is made in a particular situation or context for a particular purpose in order to understand its purpose and respond to it” (p. 161). Therefore, it is necessary to pay attention to what situation the



statement is referred to. “Knowing about the situation is what is meant by contextual orientation” (ibid.). Language can be used in different states of affairs like going shopping, ordering a meal or meeting people, etc. “The context of the situation is used as a technical term to mean the situation which serves as an appropriate environment for a given piece of language” (ibid).

An utterance may be interpreted in several ways, and people decide about how to understand a given statement based on how it is defined and what happens at the time of the interaction. In other words, people who live within the same social setting tend to participate in what is called ‘social solidarity’. They are more inclined to trust and help each another. The surroundings which make up a social context are tagged as a natural resource that improves the life of a person. It includes culture one was raised and groups one interacts with. It also includes elements of social diversity such as lifestyle, religion, language, etc.

The more one is exposed to certain elements of culture, the more likely those elements are to be absorbed by this person. Therefore, foreign language learners have to pay special attention to the different ways of addressing people. What is accepted in a particular situation in a particular culture may not be accepted in a similar situation in a different culture.

‘Culture’ in language teaching and learning is defined as the way of life associated with a language being learnt among people (Byram & Grundy, 2003. p. 1). Holme (2002) states that “culture is encoded in the everyday conceptual metaphors speakers take for granted” (p. 210).



Dr. Jellud also suggests that EFL students “should know enough about the culture of the native speakers of the foreign language in order to understand it fully and attach meaning to its features when they are heard or read” (p. 171). In sum, it is important that EFL students should have both a deep understanding of the target culture as well as an awareness of their own culturally conditioned behavior, beliefs, attitudes, and values. Teachers must present all these aspects in order to encourage and motivate their students to be willing to engage in language learning in all senses.

With this in mind, teaching and learning a foreign language must be undertaken within social interactions, but it does not require that both parties be in the same room. Writing a letter to a friend, two individuals speaking on the phone or two parties playing an Internet game can be taken as social interactions.

To conclude, both learners and native members are involved in the process of cultural understanding by recognizing specific utterances while they are engaged in a conversation. “Native speakers use a variety of communication strategies taking advantage of their extensive linguistic and cultural representations of the target language” (Byram and Grundy, 2003. p. 1). Consequently, when talking to them, learners can get relevant information about how real language is used within an appropriate social and cultural context, but pragmatic skills can also be made part of the teaching-learning process.

1.6. Communication and miscommunication among cultures

Miscommunication can happen in every culture, but it is more frequent when someone is still learning a foreign language. Intercultural miscommunication can be seen as one of the biggest challenges for students.



EFL learners also face all sorts of concerns when trying to understand some cultural referents necessary to master communication in the target language. Declan Mulkeen (2014), highlights some examples where cultural norms, values and behaviors may be interpreted very differently among different groups of people:

The use of language, which can also cause a lot of cultural miscommunication, even when all parties are speaking the same language. The challenges are wide ranging. It may be that a choice of words that is innocuous in one culture could cause offence in another culture, while the use of slang or references to popular culture may not travel or resonate with another culture.

Non-verbal communication can be even more difficult to interpret. A strong tone of voice can sound commanding to one culture and thus represent status and authority. Another culture, however, may judge the same style to be rude, discourteous, or arrogant. Body language, tone and being modest are all interpreted through our own cultural lenses.

Directness of a message, which emphasizes what you mean clearly and precisely, may seem to be the correct thing to do in one culture. However, this may not actually be the case in other cultures.

Humor is something you have to be careful with. What may be funny in one culture may be offensive in another one. Something that may be funny in both cultures may still cause difficulties if delivered in a formal environment, especially if one culture considers it to be an inappropriate setting.

Diversity may cause awkward situations both at an individual and a cultural level. What may be perfectly fine with one group of people may not be fine with another.



As a result, the way in which we understand culture, just as the way we understand language, affects the way we teach culture in language learning. When translated into language teaching and learning, the knowledge of culture often takes the form of teaching information about another country, its people, its institutions, and so on. Culture is not, however, simply a body of knowledge but rather a framework in which people live their lives and communicate shared meanings with each other.

Taking an intercultural perspective in language teaching and learning involves more than developing the knowledge of other people and places. It means learning that all human beings are formed by their cultures and the way they communicate plays an important part in their social lives. Therefore, effective intercultural learning occurs when the student engages in the relationships between the cultures and the language being taught in the classroom.

“The goal of learning is to decenter learners from their own culture-based assumptions and to develop an intercultural identity as a result of an engagement with an additional culture. Here the borders between self and other are explored, problematized and redrawn” (Scarino and Liddicoat p.21).

1.7. Speech Acts

The Speech Acts theory was first developed by John L. Austin in the 1950's. In his work “How to Do Things with Words”, he studied how our utterances have plenty of messages and uses. He defined speech acts as “utterances or actions in communication related to the speaker's intention, purpose or effect, which implies certain knowledge of the sociocultural and linguistic features of the speaker” (Austin, 1956, p. 34).



In the same way as Austin, John R. Searle developed further the notion of speech acts. Nevertheless, some philosophers have pointed out a significant difference between the two authors: whereas Austin emphasized the conventional interpretation of speech acts, Searle (1975) emphasized a psychological interpretation based on beliefs, intentions, etc.

In this context, to understand the meaning of speech acts, it involves that the speaker and the listener must have a basic knowledge of their backgrounds. Otherwise, miscommunication may occur. Furthermore, speech acts mean real-life interactions and require not only the knowledge of the language but also the appropriate use of that language within a given culture. Here are examples of speech acts we use or hear every day:

Greeting: “Hello, Mark. How are things going?”

Request: “Can I have some more water, please?”

Offer: “We are going to the cinema. Would you like to come with us?”

Complain: “I’ve been looking for you. Where have you been?”

Invitation: “I am fixing a surprise party for Priscilla on Saturday evening, I was wondering if you and Veronica are not busy then!”

Compliment: “Wow! That is an amazing car!”

Refusal: “Oh sorry, I just remembered I have an assignment to hand in on Monday, perhaps another time.”



When learning a second language, speech acts are difficult to perform because learners may not have the knowledge of some linguistic features, such as, idiomatic expressions and, likewise, may lack awareness of the cultural norms of the target language, or they simply do not have basic pragmatic competence. Students may end up translating everything into their mother tongues and applying their rules pertaining to their first language. However, it is important for them to recognize what other cultures mean by certain terms in that language, so they understand what is transferable or not. Something that is said in English might not be fully understood by a Spanish speaker. For example, when ending a conversation:

Jim: “Nice talking to you, see you around”

Juan: “Hmmm.... What time?”

In the example, Jim is trying to say good bye by saying “see you around”, but Juan thinks that Jim wants to meet up at a certain time. Juan could have just said, bye! and the conversation could have been perfect.

Austin divided words and sentence into two categories: constatives and performatives

Constatives are sentences which describe something as true or false or words that describe a situation. For example, if we see a sign: “*The office closes at 4 pm*”, and we come at 4:15 and the office is closed, we can say that it is a true constative. On the other hand, if we saw the weather forecast that said: it will be sunny this afternoon, but it rains, we can say this is a false constative.



Performatives are sentences or words denoting or calling for action. For instance, if there is a “*Place garbage in the trash can*” sign, it is a performative because it requires an action. Rather than just conveying a message, it acts upon the world, it does something; so the performative of “*Place garbage in the trash can*” is to request people to put their garbage in it.

Words do not only mean actions, sometimes words are actions themselves. These actions include, but are not limited to, ordering, promising, apologizing, warning, sentencing, christening, and even marrying. However, performatives depend on context and reception; and according to Austin these are known as felicity conditions.

Felicity conditions are the rules under which the performative can be enacted. These are fairly logical. The performative should have proper authority, it should be understood, it should be clear, and it should be able to be executed. If the performative does not meet these conditions, then it does not have the power to denote action (Austin, 1962).

In other words, just “because a performative meets its conditions, and it is clearly stated, does not mean that it is implicitly followed” (Justová, 2006). Returning to the example of the trash can, there are people who do not follow what the sign says. The phrase “*Place garbage in the trash can*” does not seem to have power over them. So, they might end up getting a performative by the park guard, handing them a fine.

In this context, speech acts is an important area of teaching and learning EFL. Learners of English tend to have difficulty understanding the intended meaning communicated by a speech act, or producing a speech act using appropriate language and manner in the language being learned. Margo Milleret (n.d) argues that “pragmatic ability



must become part of what we teach in the classroom if we are to realize the goals of communicative competence for our students” (p.29).

Often the use of language is unconscious and its speakers may be able to explain what one should say, but are unlikely to have an accurate, comprehensive, or objective picture of how people actually interact. For example, in textbooks, speakers typically accept a compliment along the following lines:

A: What a beautiful dress!

B: Thank you. I’m glad you like it.

However, in real life, when someone compliments a person, they may end up replying:

A: That’s a cute dress you’re wearing.

B: Really? This old rag? I got it at a garage sale for \$5.00! Or: “You’re the third person today who’s complimented me on it. I must have done something right!”

So real life examples often vary widely from the textbook examples students are used to see. Accordingly, we must pay attention to the socio-cultural background of the speaker.

1.7.1. Classification of Speech Acts

Within the speech act theory, Austin distinguishes three different acts: locutionary, illocutionary and perlocutionary acts.

1. A *locutionary act* is the act of saying something, the act of uttering certain expressions, well-formed from a syntactic point of view and meaningful. It emphasizes a direct and full way of expressing a message (Austin, 1975). Example:



“*Bring me some bread from the supermarket please*”. This example implies a direct request and it does not need a complete knowledge of the cultural aspects by the hearer to understand the message.

When we perform locutionary acts we shall be performing acts like:

- Asking or answering a question: *Can you come tomorrow?*
 - Giving some information or an assurance or a warning: *Be careful, that trick is dangerous.*
 - Announcing a verdict or an intention: *Those earrings would look beautiful on you.*
 - Pronouncing sentence: *The cat is on the windowsill.*
 - Making an appointment or an appeal or a criticism: *I would like to see the doctor on Thursday afternoon please.*
 - Making an identification or giving a description: *The new stage is awesome.*
2. An *illocutionary act* is the way in which a word or a sentence is used to express an attitude with a certain function or force. An illocutionary act is a way of using language, and it is performed when a speaker utters a certain meaningful message (correctly, literally, etc.) with certain intentions. Example: The hearer is going to the supermarket; the speaker says: “*By the way, we do not have any bread*”. In this example, the hearer needs to understand the indirect request of the speaker.

Austin highlights the importance of the speaker's intention in performing an illocutionary act as straightforward, but, in communication, the utterance becomes an illocutionary act only when the hearer takes the utterance as such. In the example, the intention of the speaker is to request the hearer to bring some bread from the supermarket.



In Austin's *How to Do Things With Words*, an illocutionary act is an act for the performance of which it must make it clear for an individual to some other person that the act is performed, and the performance of which involves the production of what Austin calls “conventional consequences” as, e.g., rights, commitments, or obligations (Austin, 1962).

3. A *perlocutionary act* corresponds to the effects brought about by performing an illocutionary act, to its consequences (intentional or non-intentional) on the feelings, thoughts, or actions of the participants. According to Austin, the speaker, by saying what she says, performs another kind of act (like persuading, convincing, or alerting) because he/she can be taken as responsible for those effects (Austin, 1962).

It is viewed at the level of its psychological consequences, such as persuading, convincing, scaring, enlightening, inspiring, or otherwise getting someone to do or realize something. The perlocutionary effect is in some sense external to the performance. It may be thought of, in a sense, as the effect of the illocutionary act via the locutionary act. Therefore, when examining perlocutionary acts, the effect on the hearer or reader is emphasized.

Yet the perlocutionary consequences of illocutionary acts are non-conventional, not being completely under the speaker’s control, but rather related to the specific circumstances in which the act is performed (Austin, 1962).

Example: “*You know what, I have that movie on DVD, would you like to borrow it?*”
The speaker wants the hearer to realize that he owns that DVD and perhaps he wishes the hearer to acknowledge it.

1.7.2. Speech Acts in Previous Studies



Speech acts have been studied widely by many authors in academia, be it English as a mother tongue, a second or a foreign language.

A study carried out by Pribadi Hadhi (2013) at the University of Indonesia pointed out the need of teaching speech acts to foreign language learners. Their teachers discussed the way how some speech acts work in the English language and provided activities which resulted in a better understanding of the application of speech acts. Therefore, they concluded that students became aware of what strategies they needed to develop knowledge and skills required to recognize and produce such speech acts.

A similar study accomplished by Shoshana Blum-Kulka and Elite Olshtain (n.d.) at the Hebrew University of Jerusalem compared across languages the realization patterns of two Speech Acts, requests and apologies to establish the similarities and differences between native and non-native speakers' patterns. The instrument applied to collect data was a discourse completion test in order to ensure cross-cultural comparability. They concluded that "students' requesting behaviors are inherently based on choices from a variety of options ranging from direct to indirect ones; the scale of indirectness encompasses at least three main types of options: direct, conventionally indirect, and non-conventionally indirect" (p.209).

Another study was completed by Hadher Hussein *et al.* (2012) at the School of Languages, Literacies and Translations of the University of Sains Malaysia about speech acts that constitute offering. Teachers and students discussed the art of offering from different perspectives and focused on the speech act of offering from philosophical, social, and cultural view. They concluded that "offers are pre-event commissive-directive acts



expressing the speaker's expectation of the hearer with regard to prospective action, verbal or nonverbal" (p. 6). Furthermore, they stated that "culture plays an important role in the variance of the speech act of offering. Thus, the study recommends that speech acts and the act of offering in particular should be validated in cross-cultural contexts" (ibid.).

As shown above, there are many studies about the use of speech acts in language teaching and learning; they clearly show how this knowledge enhances communicative competence in EFL learners. However, in our region, South America, studies of this kind are few and far between. An exception is a piece of research performed by Laura Elizabeth Stapleton (2004) in Brazil, who analyzes how ten pairs of attitudes affect the intentional contours of four speech acts: statement, yes/no question, request and order with four emotional patterns: emotion, sadness, joy and anger plus the neutral form in order to contribute to the description of emotive speech and try to answer specific questions about the speech act versus emotion interaction (p. 1).

The conclusion was that emotional patterns do not always affect different speech acts in the same way. Nevertheless, there is a relation between certain speech acts and emotions from a pragmatic point of view. Thus, sadness is naturally associated with request and anger, and it is associated with order, too, i.e., when recognizing a request, the subjects tend to consider it sad and, when identifying an order, there was an inclination to choose anger as being the emotion expressed by the particular utterance (p. 4).

In Ecuador, a pilot pragmatic workbook (Heras, 2014) was introduced to third level students at the University of Cuenca. This study examined the extent to which the pragmatic workbook improved students' pragmatically appropriate language



comprehension and production. The pragmatic feature which was analyzed was the Speech Act of clarification. It concluded that the “students’ pragmatic skills need to be improved in regards to asking for and offering clarification” (p. 3).

In conclusion, “communication requires a clear distinction between form and function” (Manoliu, M. 2015, p.14). For example, when someone says “That cake looks delicious!”, he or she may not just be saying that the cake looks good (form), but he or she wishes a piece of that cake (function). In other words, every utterance has a different purpose; nevertheless, what really matters is the act of communication and for that, “people must be acquainted with what kind of message they are sending or receiving” (ibid.).

For this reason, it is important to introduce the study of pragmatics and speech acts from the very beginning of EFL teaching and learning. Even if we are teaching beginners, we may always present different ways of saying things, from which our students will elicit how language can be understood considering different perspectives, for example, trying different ways of saying hello every day.

Furthermore, language and culture are inseparable, “in a real life situation communication cannot be restricted to linguistic competence, but also the acquisition of pragmatic competence” (Hadhi, 2013. p. 1). People around the world use different linguistic features for communication. Whether they request, thank, apologize, compliment, or greet, what they say is surely different from the utterances of the people from another country.

With this in mind, Dell Hymes, as cited in Tuncel (n.d), says that communication “integrates many features of the language, like attitudes, values, motivations, etc.” According to him, “it is a result of social interaction based on needs and motives” (p. 851).



In this sense, communication in English is a “parallel connection between first language acquisition and second/foreign language learning”. It means that whoever is acquiring a foreign language “has not only had to pay attention to linguistic competence, but also to communicative competence” (ibid.).

Helping our students to associate tasks with the socio-cultural background, instead of just memorizing grammar structures, is a central objective in language teaching. Their participation in the classroom will be more communicative, and they will express what they feel and think. In this manner, we will develop their pragmatic skills and improve their communication needs in our forever changing society.

CHAPTER II



2. Research Methodology

First of all, the intention of this work is to explore the usage of speech acts in English language teaching by Ecuadorian senior high school students and English native speakers, and to discover to what extent English teachers include this knowledge in their lesson plans. Furthermore, the existing material provided by the Ministry of Education, will be analyzed in the next chapter to find out if it offers opportunities to develop the students' pragmatic competence.

The participants were divided into three groups. The first one was the senior high school students group of a public high school in Cuenca. The second group includes British and American native speakers of English. The third group consists of English teachers who are working in public high schools.

According to what we have read, one of the most commonly used instruments to collect data about pragmatic knowledge is the use of Discourse Completion Tests (DCT), which are written questionnaires containing short descriptions of a particular situation intended to reveal the pattern of a speech act being studied such as requesting or offering (Nurani, 2009). For example: *You are talking to your friend after class. You missed the last class and you want to borrow your friend's notes. How do you ask for them?* Many answers can be provided to such a question; while students of English intend to answer it by using a whole set of grammatical rules, the native speaker will answer it spontaneously with the implicit grammar that it requires.

In order to ensure cross-cultural awareness, and to obtain data from an elicitation procedure, a DCT has been administered to sixty-four senior high school students of a



public high school in Cuenca, and thirteen English native speakers. The intention of this application to the participants mentioned was to analyze the kind of language they use when they perform requesting and offering utterances.

In order to find out the teachers' perspective and knowledge of the usage of pragmatic competence in their classes, interviews and questionnaires were used as data collection instruments. This methodology helped us obtain more reliable information. It has given us thorough knowledge of the teachers' opportunities for practicing not only the speech acts of requesting and offering but also any further pragmatic content in the classroom.

The interviews were conducted with twelve English high school teachers to discover to what extent they are aware of pragmatics and if they include this content in their lesson plans. The results of the interviews provided us with qualitative type of data which permit us to underline reasons and opinions, and to go deeper about the interviewees' knowledge on pragmatics.

Furthermore, the textbook English Level B1.1 Student's book for *Bachillerato General Unificado* provided by the Ministry of Education was analyzed in order to determine to what extent it provides relevant pragmatic material. The analysis was developed through rubrics which had been proven for this purpose.

Consequently, the results of the data analysis will show what weaknesses and strengths students might have when they communicate. The data will be presented by graphs, charts, and tables.



Ultimately, there are four considerations. First, the understanding of the cultural aspects of a foreign language provides a better perception and a smoother interaction between learners and native speakers. Second, the participants (students, native English speakers, and English teachers) have provided information from their own experiences, which allows us to obtain qualitative and quantitative types of data. Third, it is clear that the pragmatic dimension of any language is important to understand what the real message is. Finally, the information obtained by the data collection instruments provides us with sufficient information to offer a reliable analysis which can lead us to a heightened awareness of the use of speech acts in our lesson plans in the future.

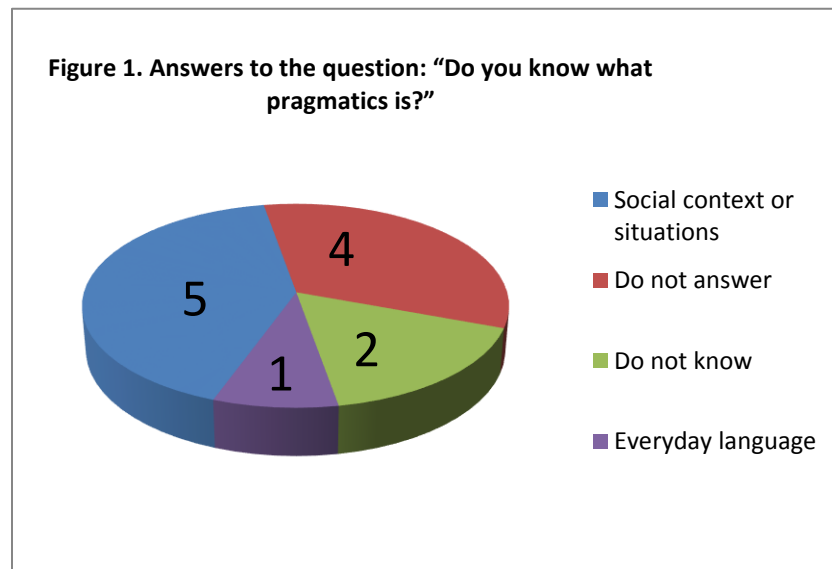
CHAPTER III

3. Data analysis

3.1. Analysis of the Interviews

As one of the methods of collecting data, this exploratory study uses a common technique for the purpose. The interview was conducted with twelve English teachers who are currently teaching EFL students. The results have helped us to answer some questions on important points associated with pragmatics and speech acts knowledge. Besides, it has given us some relevant insights into the position of teachers related to their teaching techniques. The first part of the interview was set up as a focus group session for T1, T2, T3 and T4 (“T” stands for teacher). The other teachers were interviewed separately. The discussion started with the question about what teachers know about pragmatics.

The following chart demonstrates the teachers’ awareness of pragmatics as a linguistic concept.



From among the twelve teachers who were interviewed, five understand that pragmatics as the kind of language used in different social contexts or situations. For instance, T1 says that “it is basically how we use the language into different social contexts



and according to the situation” and T2 adds that “the situations may be informal or formal”. T8 states that it is mostly related to “informal conversations”. Finally, T9 explains that it is “a process in which the speaker interacts with a listener”, which is agreed by T7, who says that it is the exchanging of information with other people.

T10 says that pragmatics is understood as the “everyday language” in which “the meanings of words and phrases are constantly implied”. We can see that this teacher has a clearer idea of what pragmatics is.

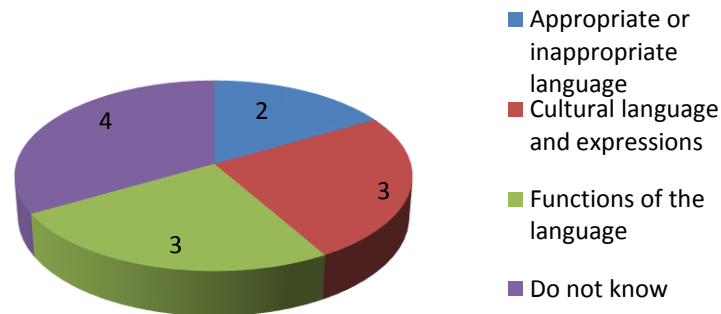
There are four teachers who did not provide any answers because of the nature of the interview which was partly conducted as a focus group session, and even though they were asked to answer, they did not always do so.

Two of the twelve teachers could not describe what pragmatics is, but they just followed the interview after the explanation of the term pragmatics by the interviewer. In this case, these teachers understood that they sometimes teach pragmatics unconsciously.

- Less than 50% (five teachers) understand the concept
- Incorrect and incomplete make up more than half
- Why: teachers have different perspectives about the concept, but most of them agree on the idea that pragmatic use social interaction.

The chart below shows the teachers’ knowledge of speech acts.

Figure 2. Answers to the question: “Do you know what speech acts are?”



One of the questions included in the interview was related to the teachers' knowledge of speech acts. Out of the twelve teachers interviewed, four of them did not know what these linguistic concepts are. However, the other eight provided answers from different perspectives, for example: T3 mentions that it is related to “how to respond or what is *appropriate or inappropriate* according to different situations and different expressions”. Along the same lines, T12 states that “speech acts include real-life interactions which require not only knowledge of the language but also appropriate use of it within a given *culture* or a given context”.

Talking about culture, T4 and T5 agree that speech acts have to do with understanding *cultural language and expressions*. That is to say, when we speak, we find all kinds of formal and informal ways to express our thoughts.

Three of the twelve teachers understand that speech acts are the use of *different functions of the language*, for example, “in the case when you use colloquial phrases” (T7).



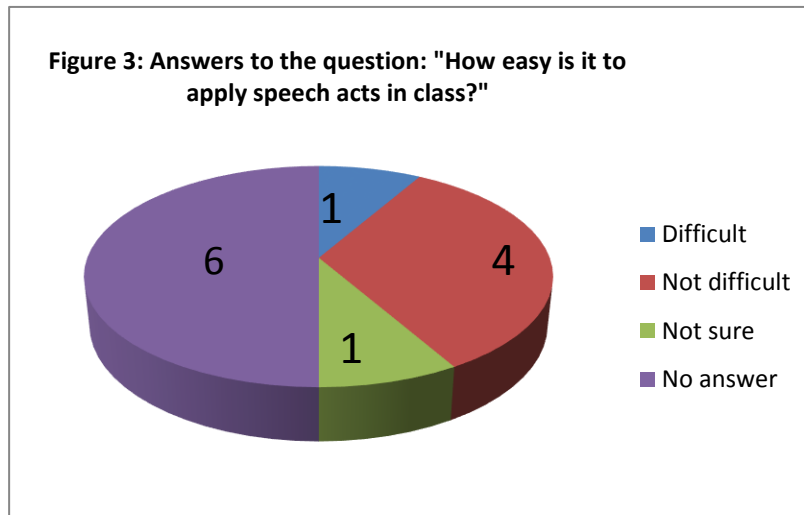
T11 mentions that “teachers and students perform speech acts when we offer a greeting or invitation, for example, Hi, Steven. How are things going?” This example shows clearly that some teachers try to develop the study of Speech Acts in their classrooms.

- Two-thirds (eight teachers) have a fair understanding of the concept
- One-third does not know
- Why: most of the answers relate speech acts with the appropriateness of the language used when interacting.

Another question included in the interview was if the teachers thought that students develop better communicative skills when learning speech acts. Eight teachers answered “yes, they do”. For example, T10 says that while students are talking and sharing ideas they are developing communicative skills because they try to understand different ideas, perspectives and points of view.

On the other hand, some teachers think that they do not develop such communicative skills because “if we try to give the students the opportunity to speak, they don’t actually speak because they are not immersed in the context of the English language” (T6). They think that it is necessary to travel to be in touch with the language.

Next we wanted to find out if teachers thought applying speech acts in class was easy or not. The chart below presents the data we obtained.



One of the key questions in our investigation was to find out how easy or difficult it is to apply speech acts in class. For this reason, we guided the interview towards what teachers think about developing such knowledge. Four people out of twelve thought it was not difficult to apply speech act type activities in their classrooms. That is the case of T6, who thinks that motivation is what students need to start talking, it doesn't matter if they make mistakes; however, some clues help them to implicitly use the language and apply that to communicate to each other.

There is another case of a teacher who thinks it is easy to apply speech acts in class. Nevertheless, it depends on different factors such as the level of the student and the kind of practice they have in the course of their school life. This teacher provides an example: "for beginners, it may be a little hard because they don't know the meaning of the expressions". However, "with intermediate level students, they have more experience using phrases and pragmatic expressions".

One of the teachers answers that it is difficult to apply this kind of knowledge in the classroom because there are expressions and phrases that are difficult for a student to



understand, for example, if you say *how are you doing?* and “*what are you doing*” to the students, *they may get confused*.

There is a teacher who is not sure whether it is easy or difficult to develop speech acts learning in the class because this teacher thinks that there is a lack of resources to do so in our Ecuador. Moreover, it is important to mention that fifty percent of the teachers interviewed did not answer the question because they were not sure how to apply Speech Acts in their classrooms.

- Half did not answer
- One-third says that is not too difficult to apply speech acts in the classroom
- Why: the nature of the interview (focus group) did not allow all the teachers to answer; however, some answers revealed that it is not difficult because what students need is motivation.

To continue with our analysis, we have reached the point when we must talk about strategies teachers usually use when they teach English as a second language. With this study we try to answer our research question which highlights the importance of the kind of language students use when they express themselves. Obviously, they would refer to what they normally see in class. In this context, most of the teachers, as the Ministry of Education suggests, use the *Communicative Approach*. For instance, T12 states the importance of using “dialogues, videos, role plays, and gap information activities where students have to use some specific expressions and utterances to understand the meaning of the conversation”. Similarly, T10 says that “students like to use virtual platforms and blogs because they feel comfortable in that technological environment because they know how to



command the options in the platform of the institution”. On the other hand, some teachers would love to use all that technology in class, but they point out some limitations in public schools. For example, T4 mentions that teachers do not have enough resources because of the space, and the number of students; also, the projector is difficult to get because other people need it at the same time and in the same day. She says she tries to use videos and dialogues to push them to use the language in real situations.

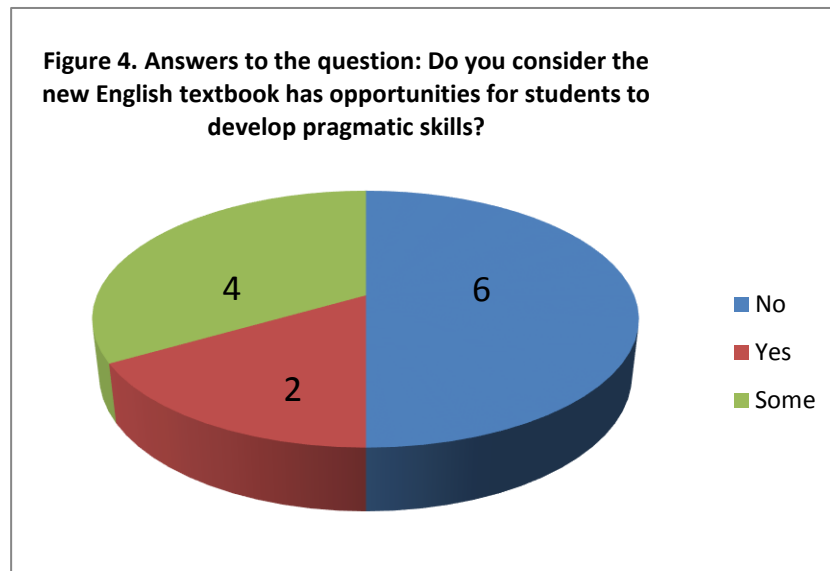
As we can see, teachers are willing to use communicative activities to get advantage of today’s technology; however, the lack of resources, as they mentioned, sometimes forces them to stay with other approaches.

The teachers’ perceptions about the way students react towards including pragmatics in their classes are very interesting because most learners respond positively. Related to this, T1 stresses that students like it because they see how native speakers use the language and they say *it is cool* when students are talking with their friends they like to use the informal language.

In the same way, T5 argues that at the beginning, students are usually afraid of using these kinds of expressions, but later they feel more comfortable. T6 agrees and says that students, at the beginning, can be scared because it is something new for them, but by monitoring every piece of language, she thinks they can get used to that.

As we can see, most of the teachers who have experienced teaching pragmatics to their students, have the same opinion about the positive reaction of this kind of learning and highlight that most of the students like informal language, for example, T9 mentions that students use it when they are texting someone.

The next question was aimed at finding out if, in the teachers' opinion, the new course book included any content that was suitable to develop their students' pragmatic skills.



One of our specific objectives was to find out if the new material provided by the Ministry of Education presents opportunities for students to develop pragmatic skills. The interviews with the teachers show clearly that most of them believe that the actual English textbook provides too much grammar material, and very few opportunities to develop pragmatic skills. The figure above demonstrates that half of the teachers interviewed think that the course book is unsuitable to teach pragmatic skills. One-third of the interviewees were of the opinion that the book fulfills this need to some extent. The remaining two teachers (16.6%) stated that the course book does contain teaching material for pragmatic skills.



As for the details, T3 argued that the actual curriculum designed for students who are studying in public high schools does not match with the context presented in the textbook because of the social-economical background they have. T2 said that she was afraid of using technology in class even though some activities in the book would require its use. As she stressed, sometimes it is dangerous when teachers ask students to bring their cell phones or computers to do an activity in the class because the teachers are responsible for them, for example, if they are stolen.

Four teachers from the twelve interviewed said that there is some pragmatic content in the book. Regarding the same question, T5 mentioned that she has to bring her on topics to class. Additionally, she highlighted that the book does not really have activities that teachers can apply with their students; moreover, some activities are confusing for them. T9 and T11 also affirmed that the new English book provides hints to improve students' English, but they have to bring extra material to complement or reinforce the activities in order to teach them pragmatics through games, debates, and presentations. In addition, T6 mentioned that in some parts of the book, there is some material to develop speaking skills, but there is a lot of grammar. Structures, sentences, fill in the blank activities, things that teach English in a *mechanical way*.



3.2. Discourse Completion Test Analysis

Our general objective was to carry out an exploratory study about how requesting and offering speech acts are used by Ecuadorian senior high school students and English native speakers. Beyond that, one of our specific objectives was to compare English native speakers' answers with Ecuadorian senior high school students' answers to Discourse Completion Tests in order to discover similarities and differences in their utterances. For this reason, sixty-five students of English and thirteen native speakers were asked to answer two questions.

The first situation asked for a requesting speech act, while the second required an offering speech act. Both of these have been tested by professional linguists around the world.

To analyze the answers, we have to take into account several aspects that we consider important for academic rigor. One consideration is that we were not checking the grammatical or syntactical correctness of the answers. However, the latter two constitute the most common difficulties for students. Another limitation we found was the students' lack of vocabulary, even though they tried very hard to remember words they could fit in and to sound right.

For us, human beings asking for something to be done is present every minute of our lives. For this reason, we have chosen a situation that requires performing a requesting speech act.



You are studying in your room for an exam and you hear loud music coming from the next room. You don't know the person who lives there, but you want to ask him/her to turn the music down. What do you say?

It is important to clarify that in order to code the participants native speakers will be referred as “NS” and students will be marked as “NNS” which stands for non-native speakers.

3.2.1. Native speakers' answers to the requesting speech act situation:

Analysis

As it was expected, the answers provided by the native speakers have a structure, which represents four steps. In the example below, we present how these steps are clearly marked.

Native speaker sample structure:

- Introduction: Excuse me, I live next door...
- Request: I would be most grateful if you could help me by turning the music down.
- Justification: I am studying for an exam tomorrow.
- Thanking: I would really appreciate it.

Table 1. Native speakers' answers

Step	Introduction	Request	Justification	Thanking
Number of people	10 people	12 people	11 people	3 people
Percentage	77%	92%	84%	23%

Source: Authors' data

As we can see, most of the native speakers' answers (77%) include an introduction. It is clear that according to this situation the act of requesting may require an introductory part.



Twelve people out of thirteen answered the question by performing a request except for one that did not answer what we had asked.

Moreover, eleven people (84%) think that a justification was needed for such request. However, it is surprising that only three people thank. In this case, the nature of the utterance may not require such step.

3.2.2. Students' answers to the requesting speech act situation:

Analysis

For the purposes of the analysis, we decided to design and use a rubric in which we highlighted the most important criteria such as appropriateness, politeness and type of vocabulary.

It needs to be clarified that the rubric below applies only to the students' answers. It is only to be expected that the native speakers' responses are appropriate and polite; besides, they use the language fluently and coherently.

Rubric 1: Requesting speech act analysis

Criteria	Appropriateness	Politeness	Vocabulary
Description	Does the answer show some appropriate words or structure (introduction, request, justification and thanking?	Does the answer include some level of politeness?	Does the answer include the key vocabulary expression: 'turn the music down' or 'turn down the volume'?
Number of people	26 students	16 students	24 students
Percentage rate	40%	24,5%	37%

Source: Author's data



As stated above, the structure used by most of the native speakers showed four steps: introduction, requesting, justification and thanking. In terms of appropriateness, we are assuming that this structure is a model of a high level of pragmatic competence.

The first criterion we will discuss is appropriateness. In this context, we found that 26 students (40%) resorted to the above-mentioned structure. That is the case of, NNS-6 who manages to produce the ideal utterance. He says: “Hello! Please, can you turn down the music? I am studying for a very important exam. Thanks!”

The student’s answer shows the four steps:

Introduction: Hello!

Requesting: Please, can you turn down the music?

Justification: I am studying for a very important exam.

Thanking: Thanks!

We can point out that this particular case can be labeled as a high level of appropriateness.

On the other hand, we have the case of NNS-27: “sorry you can turn down the music please.” In this example, we can see that he/she achieves only two steps of the ideal utterance. He says:

Introduction: sorry

Requesting: you can turn down the music please.

Based on the example, we can observe that the student’s answer represents a low level of appropriateness.

As regards the criterion of politeness, there appears to be a correlation between the level of politeness and the number of words used. For example, a very polite request may



contain as many as fifteen words: “I would be most grateful if you could help me by turning the music down.” In our dataset, only sixteen students (24, 5%) have shown some level of politeness.

Looking at the same criterion, it is interesting to see that NNS-38 utters “Please, can you turn the music down?” In this case, the student answered using seven words. Even though the request seems to be complete; when compared with the native speakers’ ideal utterance, it appears to reach a medium level of politeness.

To cite an opposite example, NNS-39 says: “Please, down the music”. We can call this an incomplete request because he/she does not use at least a modal auxiliary verb to begin the question. In this case, we can say that this utterance shows a low level of politeness.

The third criterion considered in the rubric is vocabulary. We have stated that the key vocabulary for this particular requesting speech act has to be related to the following set phrases:

- Turn the music down
- Turn down the music
- Turn down the volume

Taking into consideration these three key vocabulary items, which were most often used by the native speakers, we found that thirty-four students out of the sixty-five answered the DCT using such phrases. For example, NNS-47 utters: “can you turn the music down, please?”



In the following example, NNS-61 says: “Please down volume” We can see that this student misses the words *turn* and *the*, which are necessary to produce the key set phrase *turn down the volume*.

We need to stress that a few students did not fulfill the task, even though we provided a Spanish translation of each situation and we explained the activity clearly. That is the case of NNS-14 who says: “Please, in the music.” As we can see, this example shows that the student does not have an adequate idea of how to utter a request.

To fulfill all the criteria listed above, it is important to mention that the knowledge of the target culture plays an important role when making an appropriate speech act of requesting. Many students are not aware of this feature of the language. That is the case of NNS-65 who answers the question too directly. This person says “Hey! Please shut down the music? I am studying.” As we can see, even though he utters the word *please*, the whole sentence sounds impolite.

For their part, native speakers provide a little more detail on their answers. NS-1 tries to resolve the situation by knocking on the door first. After that, this person asks very nicely if the person next door would turn down the music as he/she is studying for a very important exam. This individual even says that if the person is friendly he/she could ask them round for coffee or a drink.

Carrying on with the analysis, we find that NNS-20 tries very hard to sound as polite as possible by saying “excuse me”; however he mentions “I need silence” and that is something that native speakers would not naturally say. As opposed to this, NS-2’s utterance achieves the four steps mentioned above. He says “excuse me” and having



prepared mentally, he continues by saying “I live next door” then he makes the request by uttering another courteous expression that makes big difference; he says: “I would be most grateful if you could help me by turning the music down. I would really appreciate it”.

These two answers show clearly how a non-native student and the native speaker differ; while the student, with his limited range of vocabulary, looks for an appropriate way to ask for something, the native speaker has no difficulty in acting and speaking appropriately.

As we can see, the difference in the level of politeness is striking when looking at the answers. For example, while NS-3 asks nicely “Excuse me, would you mind turning your music down a bit please?” NNS-36 sounds quite rude when saying “Hey! Please be quiet.” Even though it might not be his/her intention, it is not appropriate at all. If we say this phrase to a native speaker, he/she can take it as if the person who is asking is forcing him/her to perform the action.

We have mentioned above that this analysis does not focus on grammar points. However, there are some extreme cases when the spelling of words does not allow us to clearly understand what the real message is. That is the case of NNS-25 who utters: “Akusmi off the music”. He/she might be trying to say: Excuse me, turn off the music. In any case, he/she could at least soften the impact of the utterance by saying *please*.

The type of vocabulary used by NNS-7 is not suitable in terms of politeness because he/she utters a really unacceptable sequence of words. He/she says: “Hey! Silence. Ok. I hate you music and I study”. A similar example is that of NNS-33 who says “Excuse me, the music doesn’t studied because your bad music. Please turn the music down”. If we ask for something using these words in any context, we will not be able to interact



appropriately with our interlocutor; on the contrary, we might end up in an argument which is the opposite of what we want to achieve.

Only few students seem to manage a wider range of vocabulary. That is the case of NNS-1, who says that he would keep calm and think about the situation, then go to the neighbor's house and respectfully he would say, *please friend, could you turn the music down?* Another example is NNS-22, who introduces himself by saying "Hi am your neighbor" Then, he asks his neighbor to lower the volume for just one hour because he has to study. These two examples are similar to what NS-13 expresses, who also introduces herself by saying "Hi, my name is Mara, I live next door" and then, asks the question in a very polite way: "I'm studying for a very important exam and I'm wondering if you would mind turning your music down a little bit. It would really help me out. Thanks."

What could be the reason for the students answering the way they do? We found that one of the greatest limitations for them is their lack of vocabulary. When they encounter a specific situation in which they have to talk, they try hard to remember words they can fit in and ones that sound correctly. However, their choice of words could create embarrassing situations, because they sound rude, disrespectful and impolite, which could lead to inappropriateness.

Pursuing our general objective, which is to carry out an exploratory study about how requesting and offering speech acts are used by EFL students and native speakers of English, we will continue by analyzing the answers to the second situation about offering speech acts.

In the same way as the first question about requesting speech acts, we tested sixty-five senior high school students and thirteen native speakers, from different parts of the world where English is the first language, through a Discourse Completion Test.

The second question was also examined by using the same DCT analysis rubric presented above. This setting refers to another trait of cooperative behavior. Offering is a way of showing altruism to our fellow human beings. For this reason, the following situation is thought to be an example of what people would say when wishing to offer something, in other words, when they perform an offering speech act.

You are sitting in the waiting room of a doctor for a checkup. There are no seats left and a lady carrying a baby comes in. How would you offer your seat?

3.2.3. Native speakers' answers to the offering speech act situation:

Analysis

It is interesting how native speakers' answer these kinds of situation. They do it in a very short manner. Furthermore, their answers display a very efficient structure which contains only one step. The example below demonstrates this clearly.

Native speaker sample structure: "Would you like to sit down?"

Table 2. Native speakers' answers

No. of people	Percentage rate
12 people	92%

Source: Authors' data

As can be seen in Table 2 above, twelve people out of thirteen answered the question by performing an offer using more or less the same expression except for an



outlier, who did not answer it. As a way of showing a high level of politeness, native speakers perform offering speech acts as questions. Otherwise, it is taken as an imperative, which is usually perceived as stronger.

It is important to highlight that only three people include an introduction. This shows that in this situation, the act of offering may or may not require an introductory part.

It is clear that native speakers, even though they have a wide range of vocabulary, only use a few words to perform an utterance related to this particular case.



3.2.4. Students' answers to the offering speech act situation

Analysis

For the purposes of this analysis, we decided to use the rubric below in which we emphasize the most important criteria such as appropriateness, politeness and type of vocabulary.

Again, the rubric applies only to the students' answers. As stated before, native speakers' responses are appropriate and polite. Furthermore, they use the language naturally.

The chart below presents the number and proportion of students, who provided different answers to the situation requiring an offering speech act.

Rubric 2: Offering speech act analysis

Criteria	Appropriateness	Politeness	Vocabulary
Description	Does the answer present the structure taken as a model of offering speech act?	Does the answer include some kind of softening such as "would" and "please"?	Does the answer include the key vocabulary expression: "sit down", "have a seat", "take my seat"?
Number of people	8 students	31 students	31 students
Percentage rate	12%	47%	47%

Source: Author's data

In the rubric above, we evidence that students use too many words compared to the native speakers' answers. Only eight students out of sixty-five perform something resembling the ideal offering speech act. In other words, only twelve percent of the students utter the offering appropriately. For example: NNS-61 says "Sit down please".



As for the politeness, thirty-one students (47%) included some kind of a softener such as “please”. It is interesting that most of the students use the imperative rather than the question form, which is the ideal offering utterance. Only a couple of students uttered a question as a means of performing an offering. That is the case for NNS-42 who says “Please can you sit here?”

The key vocabulary used by most of the native speakers was taken as a sample to measure how many students resorted to the set phrases such as “sit down”, “have a seat”, and “take my seat”. Out of sixty-five, thirty-one students (47%) have included these phrases to offer their seats. For example, NNS-18 utters “Hi, sit down Please”.

As regards this particular case, it appears that the answers of native speakers are fairly short, because the scenario presented requires them to do so. They also respond in a natural and spontaneous style. That is the case of NS-1 who says: *Please, do sit down*. As opposed to this, NNS-6 phrases his intention of offering his seat in awkward manner when he says: *Hey excuse me! Do you want this chair?*

Once again, we can find that the vocabulary of the EFL students is insufficient to express a clear idea of what they want to communicate. For instance, NNS-25 utters *The offer my chear*. He probably tries to say: I’d like to offer you my seat. Another example of the incorrect use of vocabulary is shown by NNS-35 who says *Go stond up?* He probably tries to say *sit down*. One of the native speakers (NS-10) is more direct and says: *Here, please have my seat*. One might say that both answers are short, but the difference is in the correct use of the words.



In terms of appropriateness, some students' utterances are not suitable for this particular situation. That is the case of NNS-13 who says *Come on in the seats with the baby*; the expression, *come on*, for a native speaker will sound more like a command instead of an offering expression and is not the right verb phrase either. Another example is NNS-29 who utters *Hi my lady, please sit*. The words *Hi my lady*, do not fit whether you know the other person you are offering your seat to or not. As opposed to this, NS-12 states that he *would stand up, gesture towards the seat and say: would you like to sit down?* Even though this research study does not extend to non-verbal communication, it is clear that an offering gesture might be part and parcel of the offering speech act.

As we can see, the answers show clearly that although students try to be polite and look for the correct vocabulary, they do not know what is appropriate or not. Native speakers, on the other hand, answer in a simple and effective way in a spontaneous manner.



3.3. Textbook Analysis

First of all, it is important to highlight that in one of our specific objectives we mentioned the idea of analyzing the existing material provided by the Ecuadorian Ministry of Education to find out if it offers opportunities to develop students' pragmatic competence.

A textbook is a guide for teachers to introduce other cultures and contextualize them into the students' behavior. For a teacher, it is considered to be an important tool when planning all the classes. The National Curriculum Guidelines of Ecuador suggest the development of three important skills: the linguistic, sociolinguistic, and pragmatic competences (Ministry of Education, 2012).

In this context, if a textbook provides strategies to enhance pragmatic competence, which is the topic we are discussing in this work, will let students familiarize themselves with genuine opportunities to interact easily in different situations.

The following rubric introduces the criteria used for analyzing the English textbook used for teaching senior high school students in our context. It is provided by the Ministry of Education, and it is supposed to train students to reach a B1.1 level, which means that the student has to have the "ability to express oneself in a limited way in familiar situations and to deal in a general way with non-routine information" (Council of Europe, p.23).



Textbook Analysis Rubric

Analysis Criteria By Unit	YES	%	NO	%
1. Does the book present opportunities to develop pragmatic competence?	3	50%	3	50%
2. Does the book include cultural material?	2	16,6%	4	83,4%
3. Does the book contain natural and real language?	3	50%	3	50%
4. Does the book promote situations for students to generate their own speeches?	6	100%	0	0%
5. Does the book introduce backchannel expressions?	6	100%	0	0%
6. Does the book show colloquial language or idioms?	6	100%	0	0%
7. Does the book include grammar oriented content?	6	100%	0	0%

Source: adapted from English Language Teaching Textbook Checklist in “Journal of Language Teaching and Research” by: Mukundan & Nimehchisalem (2012).

The table above shows seven criteria aspects which have been used by professional researchers to analyze a textbook. In our case, we examine the material by units. There are six units with four lessons in each one, one project, one quiz and a glossary.

According to the table above, criteria number aims at finding out if the book presents opportunities to develop pragmatic competence. It indeed does, but not too many. We found a few cases in which the students are asked to answer some questions by giving them a list of options they must use. For example, in Unit 2, lesson 1, activity 4; suggests working in pairs and asking the students to complete a dialogue about the *origin of healthy and unhealthy habits*.



We came across another example in Unit 4, lesson 4, activity 3. There is a short dialogue which can be built after a short survey. The activity presents a situation in which students may use some fixed expressions such as *that's for sure* and *no doubt about it*.

We discover an example of a speech act expressing regret in unit 6, lesson 4-activity 3&4. In this particular task, the students have to face a situation in which they have to say they are regretful about something they have or have not done. The students have to use some set phrases as *say that again*, *kicking myself*, and *give me the heebie-jeebies*.

The second criterion look at whether the textbook provides occasions to identify different cultures around the world. There are two units which present such type of material. For instance, Unit 3 presents a variety of activities related to personalities and attitudes around the globe. In lesson 1, we find special characteristics such as the personalities and characters of local people while lesson 3 illustrates English speaking *people's highlights*. Furthermore, in Unit 4 we find a whole set of activities related to traditions; that is the case in lesson 1 in which students have the opportunity to discover part of the history of some English speaking countries.

On the whole, it can be said that the whole book, within its six units, allows the student to experiment with various scenarios in the culture involved. However, it depends on the teachers to what extent they work on this kind of knowledge with their students.

To respond the question: *Does the book contain natural and real language?*, we discovered that about 50% of the textbook material belongs to this category. For example, in Unit 1, there is a *real communication* activity in which the students have the opportunity to discuss their own experiences through a project. Another example of real life interaction



is found in Lesson 1 of Unit 6 which presents the topic of *dealing with difficult situations*. That topic combines some set expressions with some strategies to make students think about different ways of saying how they would get out of a problem. Still another example, in Lesson 2 of the same Unit, namely, the activity *what would you have done if...?* provides the chance for students to interact with each other by giving different points of view on a matter.

As for criterion number 4 which asks if the textbook promotes situations for students to generate their own utterances, we can say that most of the units present speaking strategies such as using *idiomatic expressions, common expressions, appropriate tone of voice* and *gestures* to convey a message and keep the conversation going by using *tag questions*. All these recommendations come along with sets of useful key expressions which help students sustain a conversation. That is the case of lesson 4 of Unit 4 which suggests using *that's for sure* or *no doubt about it* to express agreement.

The answer to the question: *Does the book introduce backchannel expressions?* is a definite yes. Every unit provides instances of back channeling such as *wow!, really!, look!, God!, I know!, gee!, yeah!, sure!, and great!*. A good example of this can be found in Unit 5 where there is a dialogue in which the participants have to use backchannels in order to keep the conversation flowing:

Jason: *Well, as well as you can see, she is always in a good mood, and nothing makes her feel angry.*

Alan: *Gee! Now I see...Having such a healthy lifestyle must have prevented her from getting lots of diseases.*



The sixth criterion is whether the textbook presents colloquial language and idioms. Each and every unit in the textbook contains a variety of *idioms and colloquial expressions*; as a matter of fact, the introductory part of each unit includes such expressions. To cite an example, Unit 5 develops a handful set of expressions such as *to look forward to*, *travel on a shoestring*, *to catch some rays*, *to live like a king*, and *to travel light*. Moreover, a clear explanation and the meaning of each expression is given on the *glossary* page at the end of each unit.

The last criteria to pay attention to is to be aware of how much grammar the textbook includes. The answer is 100%. Every activity is grammar-oriented because, as a rule, students have to follow the grammatical structures to complete the activity. One might say that there are two problems with this approach. The first point is that there is too much grammar in the course book; the second is that it is laid out in a somewhat confusing manner for the students, because the book presents grammatical structures that are widely different within a single unit. For example, Unit 1 presents simple present, simple past, present perfect, passive voice, past perfect continuous, and past perfect. This situation can confuse students and make it difficult for them to master communication.

On the whole, the textbook provided by the Ministry of Education is organized into teachable lessons. They include some cultural aspects, which amount to 16, 6 % of the whole book. It also contains 50% of natural and authentic speech providing opportunities for the students to practice conducting short discussions about their own experiences. It introduces backchannel expressions to make students keep the conversation going including colloquial language and idioms as a way of becoming aware of everyday common expressions in English. However, there is a big contrast; only 50% of the activities contain



pragmatic material as compared to 100% of grammar-oriented tasks. Even though the national curriculum guidelines mention the need for the development of pragmatic skills, it is clear that this kind of knowledge is not considered an important issue for English language teaching in Ecuador.



CHAPTER IV

4. Conclusions and Recommendations

It is very important to appreciate that learning English as a foreign language requires not only the knowledge of linguistic competence but also that of pragmatic competence. In actual fact, recent studies have shown that Ecuadorian students often lack this basic skill. Pragmatic competence is a must if we want our students to communicate effectively. In Ecuador, English is being taught from the second year of basic education and the Ministry of Education is adamant that the pragmatic element should be included in the curriculum. Pragmatic competence is, therefore, incorporated in the national curriculum guidelines as a skill for teachers to develop within the general framework of language teaching.

Based on the data analysis, there are some conclusions and recommendations that the authors would like to highlight below.

Having in mind the general objective, which was to carry out an exploratory study on the perception and use of pragmatics, the interviews conducted with the teachers have shown that less than fifty percent of the teachers understand the concept of pragmatics. Even though most of them recognized that, at the end of the day, they teach pragmatics instinctively, they certainly have different perspectives about the concept.

With reference to the knowledge of speech acts by the teachers, two-thirds of the twelve teachers interviewed have a fair idea of the concept. Some of them say that speech acts may involve appropriate or inappropriate language, others say that it has to do with



cultural and its linguistic manifestations; still others state that they are functions of any language; while one-third do not know about the topic at all.

According to what is stated above, we can conclude that in Ecuador teachers who are involved in EFL are often not familiar with speech acts. As for the teachers who have an idea of what speech acts are, a third of them concluded that they are not too difficult to introduce in the classroom.

Reiterating our general and specific objectives, the students' answers to the first situation are somewhat different compared to the native speakers' answers, which display a well-defined structure. The model structure for a native speaker requesting speech act involves four steps: introduction, request, justification and thanking. We consider this structure as an illustration of a high level of appropriateness. However, only few of the students' speech acts included all these steps of the ideal utterance.

One of the findings of this investigation is that native speakers tend to use a number of words when making a request. In contrast, EFL students use a lot fewer words to carry out the same speech act. One of the reasons might be that students, in general, are afraid of making mistakes and, therefore, they do not speak much and use a limited range of vocabulary. On the other hand, when performing an offering speech act, students use unnecessary words while native speakers do it in a more direct manner.

The level of politeness seems to have a relation with the number of words used when performing the actual requesting speech act. We found that a native speaker can use as many as fifteen words, and as compared to this, only one quarter of the students



produced half that many words. In other words, what these students said was about half as polite as the high level utterances of the native speakers.

Vocabulary is something that students seem not to manage very well. This is borne out by the fact that only twenty-four students out of sixty-five mentioned the key vocabulary phrases which were *turn the music down*, *turn down the music* or *turn down the volume*.

As for the speech act of offering, we found that the native speakers, in terms of appropriateness, tend to do it in a short manner and include one step. This is opposite to the requesting speech act which requires a high range of vocabulary and four steps. It is important to mention that only 12% of the students uttered the ideal offering structure.

The act of offering, in reference to politeness, seems to be uttered as a question to reach its high level. Softeners as *please* or *would* may be necessary. The students' answers were more imperative rather than interrogative.

The key vocabulary set for the purpose of offering such as *sit down*, *have a seat* or *take my seat* was used by forty-seven percent of the students. In this context, one may say that it is something that Ecuadorian EFL classrooms have trouble with.

It is interesting to see that while the native speakers make requesting speech acts with a flowering of words using four steps, they perform offering speech acts in a more direct way using only one step. EFL students do the opposite. They tend to utter fewer words when requesting because of their lack of vocabulary and use unnecessary words when offering.



The lack of knowledge of the target culture is also a problem for students when trying to perform speech acts. Not knowing the culture in depth makes it difficult for students to realize if they have committed a social blunder and have been inappropriate or impolite.

As it was mentioned in one of the specific objectives, the analysis of the textbook which is currently used in senior high school classrooms, presents the following results. In spite of the fact that half of the teachers interviewed consider that the actual English textbook does not include any pragmatic material, after analyzing the book, we found that fifty percent of its content presents opportunities to develop this skill.

Unsurprisingly, the analysis showed that the textbook includes a wealth of grammar oriented activities. In fact, there are units that present up to six grammar points one after the other. If we look at the curriculum, it says that teachers must foster communication when engaging with their students, but with all the grammar included in the textbook, the students may get lost and ignore communication and focus on grammatical structures only.

With regard to the above, the authors would like to make the following recommendations:

First of all, due to the fact that this work is only an exploratory study about two types of speech acts, we think it would be advisable to follow up this piece of research with further studies exploring other speech acts such as apologizing, thanking, greeting, etc. These have been widely studied in many countries, but not in the Ecuadorian context.

Next, since this study involved a specific group of high school students, we suggest that it may be replicated with different language proficiency groups, for example, with



university students or even with specific groups of teachers. The results of these studies could provide further insights into how speech acts are performed in a community of speakers whose first language is Spanish.

A further recommendation might be to follow some of the lesson plans that have been tested by specialist researchers exploring speech acts. We suggest for example a session given at the National University of Singapore that deals with requesting (Yi Yuan, n. d.).

Finally, when carrying out such studies, we recommend including natural conversation recordings and observations. The nature of this method might provide the researcher with more complex data including non-verbal behavior.



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APPENDIX

Interview with the teachers

The interviews were conducted in a high school in Cuenca. The English teachers involved helped us by answering questions about several important points related to pragmatics and speech acts. The interviews had the purpose of collecting valuable data to discover the position of teachers towards their teaching techniques and their knowledge of speech acts.

The first part of the interview was set up as a focus group session for T1, T2, T3 and T4 (“T” stands for teacher). The discussion started with the following question:

Do you know what pragmatics is?

T1 “Pragmatics is basically how we use the language into different social contexts. It refers to the use of the language appropriately according to the situation”

T2 “Pragmatics tries to teach how to use English in different contexts in an informal or formal situation; we use the language itself in our daily life”.

Do you know what speech acts are?

T3 “When you teach to your students what you are attempted to say and you are teaching them how to respond or what is appropriate or inappropriate according to different situations, you have different ways to respond or different expressions to use according to what you are talking about and also the person that you are talking to”.

T1 “When you say a thing is related to something. Words are commands to do something according to our utterances with different ways of getting the message”.



T2 “The intentions that we have, also the intonation that we use play an important role when we analyze a situation and we try to react effectively about it”.

T4 “As teachers we can show the students a lot of expressions with the appropriate intonation with a cultural language, they have to face it because they are going to find contractions and informal expressions, and we need to present them all kind of languages very grammatical, and it helps to identify errors.”

Do you think students develop more communicative skills with this learning?

T1, T2, T3 and T4 agreed that “Students develop more communicative skills while they are in contact with real situations where they try to solve and find solutions”

How easy is it to apply speech acts in class?

T2 “It is not difficult because as teachers we can practice with the students in some classes and we can teach them how to apply speech acts but we need more resources. As teachers we have to teach them to identify formal or informal way to communicate in order to teach them face with real situations presented to our students because this kind of informal English they will identify with informal situations everyday presented in songs, movies or programs and they can give us lot of ideas about situations presented in that moment. They have to use different words and expressions to catch the ideas of the situation not only the meaning but the idea of the context of the circumstances that are around of the topic”.

What strategies do you use to apply speech acts?

T3 said that “In the textbook there is a specific lesson in which it is supposed to use this type of pragmatic in which teachers have to use some expressions and utterances, and also, it requires the use of dialogues and videos.”



T4 “The new curriculum suggests the teachers to use blogs, interactive platforms, and technological activities. I use it but teachers don’t have enough resources because of the space, and the number of students. Also, the projector is difficult to get because other people need it at the same time and in the same day. I try to use videos and dialogues to push them to use the language in real situations.”

How do your students react towards this type of learning?

T1 “Students like it because they see how native speakers use the language and they say it is cool. When I taught acronyms and informal expressions they felt relaxed because students said that they use that language when they are texting someone, so they use words like “gonna and wanna” and they feel comfortable with informal language.”

T1 also argued that “When students are talking with their friends they like to use the informal language, but it is different when they talk with the principal, and they notice that difference. I clarify the situation to my students all the time because sometimes they get confused. My students use all kind of contractions but I try to teach them when and how we use that type of language.”

The next question was “What method do you use for teaching speech acts?” T4 mentioned that “Traditional things can work, so I think that the eclectic method is the most complete one in which you can work with a mix of different things at the same time and give to the students a wide view of things that they can produce or develop their skills. Brainstorms, working on cooperative groups, make expositions will help teachers to check students’ doubts.”



Do you consider the new English textbook has opportunities for students to develop pragmatic skills?

T1 “The textbook has opportunities but it is limited because of the time and the resources, also it is limited because of the number of students and the space.”

T3 “The actual curriculum is not designed for students who are studying in public high school because the social economical background they have does not match with the context presented in the textbook . This textbook is designed for “*Escuelas del Milenio*” where they have the smartboards and computers, but our students don’t have it. Our students don’t have a computer, and internet, also they don’t have access to the internet, so they have to go to a café and sometimes they don’t have enough money to do their projects or homework.”

T2 “It is sometimes dangerous when we ask students to bring their cell phones to do an activity in the class because the responsible if it is stolen are the teachers and we cannot give it back to them.”

The rest of the teachers were interviewed individually.

Interviewer: Do you know what pragmatics is?

T5: “Not really, I don’t know what pragmatics is”.

Interviewer: If I explain it to you, would you continue with the interview?

T5: “Yes, sure!”



Interviewer: Well Pragmatics is “the study of the meaning of language utterances with respect to their contexts” it is the “knowledge of conditions and manner of appropriate use of the language, in conformity with various purposes”

Pragmatics also studies how people comprehend and produce a communicative act or speech act in a concrete speech situation which is usually a conversation.

If we talk about speech acts, they are utterances or action in communication related to the speaker’s intentions which have a purpose or effect on the listener. Furthermore, it implies certain knowledge of the culture and linguistic features of the speaker. They are also real life interactions which implies not only knowledge of the language, but also the appropriate use of it within a culture.

Having said that, do you think speech acts are developed in your classroom?

I5: “If it is related to the culture, I think so”.

Interviewer: If you think so, how do you apply them?

I5: “For example, it could be with a debate where all my students express their opinion about a topic”.

Interviewer: Do you think they’re easy to apply?

I5: “Yes, with debates, I think they are easy. My students like debates and I think everybody talks in class that way”.

Interviewer: How do you think students react towards this kind of learning?



I5: “I think they react positively. At the beginning, they were like afraid, but then when I explained, they like it and improve their speaking skills”.

Interviewer: Do you think that the new English textbook which is provided by the Ministry of Education have communicative activities?

I5: “I can say, not a lot of activities related to pragmatics may be some because sometimes you have to bring your own topics. It doesn't really have activities that you can apply with your students and also some activities are confusing for the students; in other words, not a big percentage”.

Interviewer: Can you describe a typical lesson of yours?

I5: “First, we have a review of the last class. Then I explain the topic; if we are going to have a debate, we have the preparation for what we are going to discuss, we make groups, we have our debate, we have the conclusions, and at the end, they can make questions if they didn't understand something”.

Interviewer: Well, I think that's the end of the interview. Thank you very much.

Interview conducted in October 25th, 2016

Interviewer: Good morning! Here we are interviewing a high school teacher. Ok! Let's begin. Do you know what pragmatics is?

T6: “No, I don't remember. I studied pragmatics, but I don't remember”.

Interviewer: “Ok, not a problem. If I explain you what it is, will you be interested in continuing with the interview?”



T6: “Yes, of course!”

Interviewer: Ok, let me tell you that pragmatics is “the study of the meaning of language utterances with respect to their contexts” it is the “knowledge of conditions and manner of appropriate use of the language, in conformity with various purposes”

Pragmatics also studies how people comprehend and produce a communicative act or speech act in a concrete speech situation which is usually a conversation.

If we talk about speech acts, they are utterances and actions in communication related to the speaker’s intentions which have a purpose or effect on the listener. Furthermore, it implies certain knowledge of the culture and linguistic features of the speaker. They are also real life interactions which implies not only knowledge of the language, but also the appropriate use of it within a culture.

Having said that, do you think speech acts are developed in your classroom?

T6: “No, I don’t think so. Well, if we try to give the students the opportunity to speak, they don’t actually speak because they are not immersed in the context of the English language. Otherwise, you have to travel, you know! But, I as a teacher, what we can do is to give the students real situations where they can solve problems. That way they can communicate and they try to use the language and communicate to each other”.

Interviewer: If you have the opportunity to do, how do you apply them?

T6: “To give students easy problems at the beginning and then more difficult ones, but they can solve them by looking around them. I don’t know maybe activities where they can



think and apply their knowledge. It doesn't matter if they don't know the correct structure of the language but try to speak as much as they can".

Interviewer: Do you think they're easy to apply?

T6: "I think so. If we motivate the students, it doesn't matter if they make mistakes. We encourage them to use the language by giving them some clues or some keys so they can implicitly use and apply that to communicate to each other".

Interviewer: How do you think students will react towards this kind of learning?

T6: "I think at the beginning they can be scared because it is something new for them, but if we help them to use the language by monitoring every piece of language, I think they can get used to that".

Interviewer: as a high school teacher, do you think that the new English textbook which is provided by the Ministry of Education have communicative activities or pragmatic activities?

T6: "Oh, I don't think so. Well, in some parts of the book, there is some material to develop speaking skills, but there is a lot of grammar. Structures, sentences, fill in the blank activities, things that teach English in a mechanical way. You know, taking that information and making the students to speak... I don't think the book is really helpful for that".

Interviewer: Ok, excellent! I think that is the end of the interview. Thank you very much!

T6: "You're welcome".

Interview conducted in October 27th, 2016



First of all, we have two interviewees at this moment, two high school teachers. Welcome to this interview. To begin with, do you know what pragmatics is?

T7: "I understand that pragmatics is the form of speech where you exchange information with other people".

Interviewer: what about you?

T 8: "Yes, I have a vague idea what pragmatics is. So let's say that pragmatics is the kind of language that you use when you are in your social life in a conversation; when you are enrolled in a conversation with someone you know very well. It may be in an informal way I guess".

T7: "It could be formal or informal. It depends on the situation and also the culture that you are dealing with".

Interviewer: "Excellent! By saying that, do you know what speech acts are".

T7: "Speech acts are for example in the case when you use colloquial phrases".

Interviewer: "Well, speech acts are more related to the acts of speaking for example, greeting, requesting, offering or something like that".

T7: "So you say that we use pragmatics when you are suggesting or when you ask for permission".

T8: "So, you are talking about functions of the language".

Interviewer: Technically, in our country we manage that terminology as function, but in many different parts of the world, it's being developed as speech acts, but it's a deeper



study about the functions. After saying that, do you think students develop more communicative skills with this kind of learning?

T7: “I think so. If you explain them some colloquial expressions they can use them in the class, but if they don’t know what the specific speech is, they won’t react positively. If they interiorize some expressions, of course they will use them for informal communication in and out the classroom”.

T8: “I guess, we should let them get used to it, so they can feel more comfortable about it”.

Interviewer: How easy or difficult is it to apply speech acts in the classroom?

T8: “It is not that easy. I think it is more complicated because if you say for example, “how are you doing?” to the students, and also you say “what are you doing”, they will get confused”.

T7: “I think it depends on the level. For example, for beginners, it may be a little hard because they don’t know the meaning of the expressions. However, with intermediate level students, they have more experience using phases and pragmatic expressions. I think it also depends on the kind of practice they have along their school life”.

Interviewer: when you teach this kind of learning, what strategies do you use?

T8: “If we are talking about speech acts, of course we have to use the Communicative Language Approach”.

T7: “I always relate it to the topic. For example, if I am teaching nationalities, I relate some expressions that this country usually uses”.



Interviewer: How do your students react to this type of learning?

T7: “At the beginning, they react a little confuse, but later they consider it a positive learning because they can use the expressions freely”.

T8: “They are learning something they can listen and reproduce every day and everywhere”.

Interviewer: What methodology do you use for teaching this kind of learning?

T8: “As I said before, CLT or the Task Based Learning”.

T7: “I think this kind of material is always used as communicative activities”.

Interviewer: How would you describe a typical lesson of yours?

T7: “When the class is motivated, the students get engaged, they all participate”.

T8: “What I say is let’s start the class with this conversation where we have a kind of speech act, let the students know what it is about and then they can make their own conversation”.

Interviewer: as high school teachers, do you consider that the new English textbook which is provided by the Ministry of Education has opportunities to develop pragmatic skills?

T7: “I think so because there are some colloquial expressions in every unit. Within the book there are plenty of opportunities to practice in conversations”.

Interviewer: Well, that is the end of the interview. Thank you for your cooperation!

T7: “You’re welcome”.



Interview conducted in October 28th, 2016

Do you know what pragmatics is?

T9 “Pragmatics is a process in which the speaker interacts with a listener; they share meanings while they are talking and using the language into different situations”.

T10 “Pragmatic is seen as an understanding between people because they know that in everyday language the meanings of words and phrases are constantly implied.”

Do you know what speech acts are?

T11 “Teachers and students perform speech acts when we offer a greeting or invitation. For example she said that she uses speech act when she goes to the classroom she says: Hi, Steven. How are things going?”

T10 “A speech act might contain just one word, as in “Sorry!” when students do not have ready their projects or homework”.

T12 “Speech acts include real-life interactions inside the classroom or even in other places and it requires not only knowledge of the language but also appropriate use of that language within a given culture or a given context”.

I1 “Sometimes speech acts are difficult to perform in a second language because students may not know the idiomatic expressions in the second language, that’s why they feel confused when they have to face a situation and they do not know how and which words they have to use”.

I2 “It is important that these learners understand exactly what they do in that first language in order to recognize what is included in other languages.”



Do you think students develop more communicative skills with this learning?

T10 “While students are talking and sharing ideas they are developing communicative skills because they try to understand different ideas, perspectives and points of view.”

T11 “Students develop communicative skills when they choose the correct words with the intent of making the message as clear as possible.”

How easy is it to apply Speech Acts in class?

T10 “It is not difficult because we know about that topic and we can interact easily with our students by showing them how we can include common expressions to make the conversation more naturally. As teachers we have to give them an idea about formal ways to talk or write, and students by themselves recognize that when they have to talk with a teacher or with the principal they use a special form of communication, but when students talk with their friends they feel free to use informal expressions.”

What strategies do you use to apply speech acts?

T12 “I try to use most of the time dialogues, videos, role plays, and gap information activities where students have to use some specific expressions and utterances to understand the meaning of the conversation.”

T10 “Students like to use virtual platforms and blogs because they feel comfortable in that technological environment because they know how to command the options in the platform of the institution”.

T11 “I include some activities of the virtual platform but I prefer bring additional material based on the book because I do not have available the projector when I needed.”



How do your students react towards this type of learning?

T9 “Students liked it because they recognize how native speakers use the language in comparison with non-native speakers who are not able to understand many utterances in the conversations. I taught them the use of abbreviations they felt relaxed because students make dialogues and they found it interesting to include words like ASAP which means as soon as possible, or when they talked about the use of internet. Also, students use it when they are texting someone, and they feel conformable with informal language.”

What method do you use for teaching speech acts?

T11 “Cooperative work is very efficiently because students learn together, they share ideas and opinions, and they try to collaborate to finish a task or a project. Also, students have a face-to-face interaction and it helps them to develop social and communicative skills as a result of a cooperative interaction.”

T10 “The teams work together on long-terms assignments, and in each individual is responsible that the other team members learn the assigned material.”

Do you consider the new English textbook has opportunities for students to develop pragmatic skills?

T9 “The book English ID-3A provides hints to improve students’ English, but I have to bring extra material to complement the activities in order to teach them pragmatics through games, debates, and expositions.”

T11 “The English textbook complement Student’s skills but pragmatic skills need more reinforcement because the activities included in the textbook English ID-3D and English ID-3A need be more develop to catch the attention of the students because the grammar that it is included is excellent, but students need to increase their creativity and curiosity to



learn not only social and communicative skills but pragmatic skills and it is something that our students need to improve.”



Discourse Completion Test: Requesting Speech Act

The following Discourse Completion Test has the purpose of collecting valuable data to discover what kind of language EFL students use when they are asked to speak English and how native speakers use English. The information obtained will be analyzed and internalized in the monograph about “Exploring Pragmatics and the Speech Acts of Requesting and Offering in Senior High School Students and Native Speakers of English”, which is being developed at the English School of the University of Cuenca.

Situation 1. - You are studying in your room for an exam and you hear loud music coming from the next room. You don't know the person who lives there, but you want to ask him/her to turn the music down. What do you say?

Native speakers (NS) Answers

NS-1: “You knock on the door and ask very nicely if they would turn down the music as you are studying for a very important exam. If the person is friendly you could ask them round for a coffee or drink.”

NS-2: Excuse me I live next door and I am studying for an exam tomorrow. I would be most grateful if you could help me by turning the music down. I would really appreciate it”.

NS-3: “Excuse me, would you mind turning your music down a bit please?

NS-4: “Hello, do you mind turning down your music? I am trying to study and it is distracting me.”

NS-5: “Hey, excuse me. I am studying for an important exam, I would be very thankful if you turn the music down.”



NS-6: “You can ask him or her: Would you turn down the music, please? I need to study for my exam.”

NS-7: “Can you turn down the music? I'm studying.”

NS-8: “First, I would introduce myself, and then politely ask him/ or her to turn down the music.). I would say... Hi! My name is Kathleen, and I live next door to you. I was wondering if you would mind turning down your music. I am trying to study for an exam that I need to take tomorrow, and I am having a hard time concentrating on the material”.

NS-9: “My husband would not ask them to turn the music down...he would go someplace else to study.”

NS-10: “Excuse me. Could you please turn your music down? I'm studying for an exam, and it's really hard for me to concentrate.”

NS-11: “Knock the door, when they answer: I have to wake up early for work tomorrow would you mind turning the music down?”

NS-12: “Excuse me, would you mind turning down your music a little? I’m studying for an important exam at the moment.”

NS-13: “Hi, my name is Mara, I live next door. I'm studying for a very important exam and I'm wondering if you would mind turning your music down a little bit. It would really help me out. Thank.”



Students (NNS) Answers

It is important to say that the students will be referred as Non-native speakers (NNS)

NNS-1: “First, I keep calm and think about the situation, if I really need to study hard I go to the neighborhood’s house and with respect I will say, please friend, could you turn the music down, please? If the person say no I tell him that it’s so important this exam and he will turn on the music.”

NNS-2: “I gone the next room and I said: Plis, down the volume for the music because I studied in my room.”

NNS-3: “I gone your house, the next I said: please turn the music down because I am studying in me room for an exam and your music don’t studying.”

NNS-4: “Hello, Please down the music, thank you!”

NNS-5: “Sorry, but I am study, and I want to ask, do you turn the music down please?”

NNS-6: “Hello! Please can you turn down the music? I am studying for an very important exam. Thanks!

NNS-7: “!Hey! Silence. Ok. I hate you music and I study. What her to turn the music volume?”

NNS-8: “Sorry. Please down music because I study for exam and don’t concentration, sorry thanks. Good night.”

NNS-9: “Hello. My name is Andrea my studying in my room for an exam plis down music?”

NNS-10: Please, he min volume why is much lould music from the next room.”

NNS-11: “Hello, please. Turn down music, becose I studying for an exam.”



NNS-12: “Hi. I am Renata your friend the next door. I study for my exam and your music is turn up. Please turn the music down.”

NNS-13: “He, schusmi were the music down because studied for the exam the high school.”

NNS-14: “Please, in the music.”

NNS-15: Escuse me! I plug in the volume. I’m study for the exam.”

NNS-16: “I go and say please you turn the music down friendly but he don’t want. I will be very angry and probabily we finish discuted.”

NNS-17: “ I an you hear loud music from the next room am wat do you turn the music down.”

NNS-18: “Please. Can you turn the music down? Because I need study to exam very important”

NNS-19: “Please the music coming from him the music one minutes, I study. Please.”

NNS-20: “Excuse me neighbor, can you turn the volume down please, I am studied and I need silence. Thank you.”

NNS-21: “Excuse me You to power the productor the music please? Because I study for the lesson.”

NNS-22: “Hi am your neighbor and I want to lend something I want to study because tomorrow I have a very important exam and your music don’t let me study. Please can you



turn off your stereo just for one hour?”

NNS-23: “Hello, please her turn the music down.”

NNS-24: “Good afternoon! excusme, her music have in loud coming. I not have study for my exam, can you soud the volumen?”

NNS-25: “Akusmi off the music”

NNS-26: “Excuseme, mr. please you can sing out music. I am studie in my room for exam.”

NNS-27: “I go to the room and I say “sorry you can turn down the music please.”

NNS-28: “Hi Sorry you please can turn the music down because I need study for a exam and I silence for this, thank you for your time and attention.”

NNS-29: “Hello my friend, please turn dow the music.”

NNS-30: “You, please the music dow I studied 4 preparation for an exam, please.”

NNS-31: “Excuse me You are to turn the music down.”

NNS-32: “!Hello. Please down the volume? For wath I study and congratulation.”

NNS-33: “Excusme, the music doesn’t studied because your bad music. Please turn the music down”

NNS-34: “Hi, please can you turn the music down, I study for an exam.”

NNS-35: “Plis you mening the volumen why I studied?”

NNS-36: “Hey! Please be quiet.”



NNS-37: “Hi. Excuseme. You can turn off the volume please, because I am study in my room.”

NNS-38: “Please, can you turn the music down? Can you down the music?”

NNS-39: “Please, down the music? Thank you”

NNS-40: “Hi, please turn the volume of the music, because I need study for the exam.”

NNS-41: “Please the music dow”

NNS-42: “Please, can turn down the music. I study of an exam very important.”

NNS-43: “Want down the volume because I am studying for an exam.”

NNS-44: “Please you can stop the music, because I can’t study in peace. Thanks. Or you can put

NNS-45: “Im plies turn the volume the music for studying my disconccentrious.”

NNS-46: “Hey! Please, you can off the music, but I need study for my exam.”

NNS-47: “Excuse me, can you turn the music down, please? I’ m study for an exam.”

NNS-48: “Hi I’m study for exam this evening. Can you turn down the volume music please.”

NNS-49: “Help, I study a lesson next week.”

NNS-50: “Please tour off the music.”

NNS-51: Hi, please you have off the music



NNS-52: “Please, turn of the music, now.”

NNS-53: “Plis turn down an study”

NNS-54: “Excuse me can you turn the music down please I studying for an exam thank you.”

NNS-55: “Excuse me! Turn down the volume please”

NNS-56: “Excuseme, you have the music down please.”

NNS-57: “I say please. You have down music pleas. Because I don’t have a study”

NNS-58: “Please can you turn the music down because I was an exam and I don’t concentrate”

NNS-59: “Hy! My name is Pedro please off the volume.”

NNS-60: “Hello, plis plis the turn the music dow”

NNS-61: “Please down volume. I can’t study”

NNS-62: “Hi, excusme do you turn down the volume of music? i need for a important exam.”

NNS-63: “Excuseme, can you turn down the volume? Please i need study.”

NNS-64: “Excuse me, can you turn down the volume? Because I study please.”

NNS-65: “Hey! Please shut down the music? I am studying.”



Discourse Completion Test: Offering Speech Act

You are sitting in the waiting room of a doctor for a checkup. There are no seats left and a lady carrying a baby comes in. How would you offer your seat?

Situation 2. - You are sitting in the waiting room of a doctor for a checkup. There are no seats left and a lady carrying a baby comes in. How would you offer your seat?

Native Speakers (NS) Answers

NS-1: "Please, do sit down."

NS-2: "Please would you like to sit down."

NS-3: Would you like to sit down?

NS-4: "Hello miss, you can have my seat"

NS-5: "Please, here you have my seat."

NS-6: "Please, have my seat."

NS-7: "Do you want to sit here?"

NS-8: "First, I would stand, and then say...) Please sit here."

NS-9: "Would you like to sit here?"

NS-10 "Here, please have my seat."

NS-11: "Stand up and say: take my seat"



NS-12: “Would stand up, gesture towards the seat and say: would you like to sit down?”

NS-13: “Excuse me. Please take my seat.”

Students (NNS) Answers

NNS-1: “First, I analized the situation. And obviously I offer my seat. I will say hi, how are you?, please sit down here. Do you need help? or maybe I carry on the baby.”

NNS-2: “Good morning/afternoon/evening, want sitting in my seat?”

NNS-3: “Hello, please sitting in my seat? Because was baby.”

NNS-4: “Hello miss set down in my change please!”

NNS-5: “Excuse me lady Dose she won’t sit in my seats?”

NNS-6: “Hello lady! Sit down please! You saw very sad...”

NNS-7: “Hi, lady. ? Who”

NNS-8: “Sorry.Miss sitting in my seats.”

NNS-9: “Hello. Lady plis sitting There are seats plis.”

NNS-10: “She is seats left, I please you seat.”

NNS-11: “Lady”

NNS-12: Please, sit dow in my chair.

NNS-13: “Come on in the seats with the baby.”

NNS-14: “Sit down please.”



NNS-15: “Escuseme lady! Sit in my seats.”

NNS-16: “Hey excuse me! Do you want this chair? And probably she says yes thanks.”

NNS-17: “Sitiin in the waitin rom of a doctor for a check out am you baby comes in.”

NNS-18: “Hi, sit down Please.”

NNS-19: “She please sit dow.”

NNS-20: “Excuse me lady, please sit in my chair.”

NNS-21: “Hi! You sit dow in the chair because I see the baby sad.”

NNS-22: “Hi miss if you want I can give you my chair because you have a baby and oviesly right here are not a free chair for you.”

NNS-23: “Hello, sit douw please.”

NNS-24: “Hi! how are you? excuse me!, would the my seat for her a baby and you.”

NNS-25: “The offer my chear.”

NNS-26: “Excuse me Mrs. Please sit down in my seat.”

NNS-27: “I stand up and I say “Hi seat in my chear.”

NNS-28: “Hello, sit here please.”

NNS-29: “Hi my lady, please sit.”

NNS-30: “!Hey! Lady deat down in my seat.”

NNS-31: “Excuse me plis sit down, you o lod carrying a baby comes in.”



NNS-32: “Hello. She sitdown in my seat? Don’t problem.”

NNS-33: “Excusme lady sitting in the bank.”

NNS-34: “Good afternoon, I have a set you have a baby, sent please.”

NNS-35: “Go stond up?”

NNS-36: “Excuseme, you wish you sit down here?”

NNS-37: “Hi. Exceuseme. Please take sitting.”

NNS-38: “Can you sit in the seats? Lady wish sit in my seats?”

NNS-40: “Please sit down in my sit. You need more what I.”

NNS-41: “Will please seat the”

NNS-42: “Please can you sit here?”

NNS-43: “Excuseme, do you take my seat because are important and necessary of a doctor for a check.”

NNS-44: “I stand, go to the lady and say what here have a chair for her.

NNS-45: “I otant up carryin and sintaon plis for baby.”

NNS-46: “Lady come on, you can sit in the seat.”

NNS-47: “Excuse me, sit down please.”

NNS-48: “Good morning, sit down please.”

NNS-49: “Hi, he sitting in the seat room of a doctor check out.”



NNS-50: “You sit down please.”

NNS-51: Please seat down in my seat.

NNS-52: “Please sit down lady.”

NNS-53: “Sit down plis”

NNS-54: “Please lady don’t worry take my seat. I’ be fine.”

NNS-55: “Excuse me! When are sittin in my seat?”

NNS-56: “Hey lady sit down please in me seat.”

NNS-57: “Miss, pleas give me sit dow”

NNS-58: “Hey! Sit down please”

NNS-59: “Hey! Please sitdown”

NNS-60: “Take sit down”

NNS-61: “Sit down please”

NNS-62: “Lady excusme please sit down here.”

NNS-63: “Excuseme, sit down here please. I don’t need the sit.”

NNS-64: “Excuse me, I can give my ...”

NNS-65: “Mrs. Please sit down here.”



LIST OF FIGURES

Figure. 1: Answers to the question: "Do you know what pragmatics is?"

Figure. 2: Answers to the question: "Do you know what speech acts are?"

Figure. 3: Answers to the question: "How easy is it to apply speech acts in class?"

Figure. 4: Answers to the question: Do you consider the new English textbook has opportunities for students to develop pragmatic skills?

LIST OF TABLES

Table 1: Native speakers' answers to the requesting speech act situation

Table 2: Students' answers to the requesting speech act situation

Table 2: Native speakers' answers to the offering speech act situation

Rubric 1: Students' answers to the requesting speech act situation

Rubric 2: Students' answers to the offering speech act situation

Textbook Analysis Rubric